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School Nurse Update

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Spring greetings from the Department of Public Instruction! **The School Nurse Summer Institute Registration is now open (See SAVE THE DATE).**

The link for the **Wisconsin School Health Services Survey** is also now open. See information on the voluntary survey at: <https://dpi.wi.gov/sspw/pupil-services/school-nurse/data>. School districts are asked to **submit information on 2018/19 school health services by July 15, 2019**. In the recent National Association of School Nurses' (NASN) webinar on end of year reports for which I was a panelist, I stated my goal is to increase Wisconsin's participation rate to at least 50% this year! To assist with that I will be **hosting a Q&A webinar/virtual meeting on May 23, 2019 at 3:30- 4:15 PM to give some directions and answer any questions school nurses or others entering data may have**. See the link and call in information in this Update.

For National Nurses Week NASN created and distributed data related "gifts" all last week. As the State Data Coordinator for Wisconsin, I can share these with non WASN/NASN members as part of the goal to raise every school nurse's ability to collect and share data. **Sample end of the year report visual summaries and tips for sharing your data** are attached to this Update.

This Update contains guidance sent by the DPI's Special Education team to school administrators regarding **documenting field trip accommodations in IEPs**. There is also information on Extended School Year services. These services are not the same as Summer School. Additionally, **DPI has a new webpage devoted to sexual violence prevention in schools**.

Immunizations and compliance continue to be a topic of high interest. Check out the resources provided by the Department of Health Services (DHS). A joint DHS/DPI **Immunization webinar will be held in August**. I will announce the date and time in the **final Update of the school year- May 28th**. Information will also be posted under New Items on the DPI School Nursing webpage. Congratulations to school nurse Amy Braeger **WI Immunization Champion!**

SAVE THE DATE

National Association of School Nurses Conference- June 28-July 1, Denver, CO [Registration here.](#)

Marathon County Health Skills Day- August 8, 2019

School Nurse Summer Institute- Transgender Youth - August 9, 2019 - Madison Holiday Inn [Registration now open!](#)

DPI New School Nurse Orientation- October 17-18, 2019 Stevens Point Holiday Inn



Extended School Year (ESY) and Permissive Summer School

ESY services are required special education and related services provided beyond the limits of the school term, in accordance with the child's IEP, and at no cost to the parents. These services are necessary in order to provide a free appropriate public education (FAPE). If a child needs ESY in order to receive FAPE, such services must be articulated in the child's IEP. If a child does not require ESY services in order to receive FAPE, the IEP should not include the child's participation in permissive summer school classes. For students with disabilities who do not qualify for extended school year services (ESY), districts are required by Section 504 to make reasonable accommodations to enable persons with disabilities to have the opportunity to participate. District must provide reasonable accommodations to give students with disabilities access unless those accommodations would fundamentally alter the nature of the summer programs.

The *Special Education in Plain Language* document, which is also ADA accessibility compliant, is back online in its linkable format! The document can be accessed here: <https://www.wsems.us/special-education-in-plain-language/introduction/>. It can also be found on the [Wisconsin Special Education Mediation System's website](#) via the "Resources/Links" tab.

DPI News

There have been a number of high profile cases in the news recently related to sexual violence at school. The Department of Public Instruction has been gathering information on **resources and best practices related to the prevention and response to school-based sexual violence**. These resources can be accessed by clicking on the following link: <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>. The department hopes these resources will assist you and your staff in keeping all students safe in schools.

The DPI recently released **DPI Model Special Education Forms changes for the 2019-20 school year**. Updated forms include substantive (district request, law changes, and/or eliminating duplicative information) and non-substantive changes (grammar, pronouns, and/or formatting).

Substantive changes were made to the following forms:

- R-1 (Referral for special education evaluation);
- I-3 (IEP team meeting cover sheet);
- I-4 (Linking form);
- I-7-A (Participation Guidelines for Alternate Assessment);
- I-7-ACCESS (Participation in statewide English language proficiency)

The DPI has also added three new forms to assist with the notice of transfer of rights to the adult student, but also meet the new state law requirement under Wis. Stat. 115.807(4) for districts to provide information on supported decision-making, other alternatives to guardianship, and strategies to remain engaged in the adult student's education. Those forms are numbered:

- M-6 (Notification of upcoming transfer of rights) for both student and parent(s);
- M-7 (Student notification of transfer of rights); and
- M-8 (Parent notification of transfer of rights).

To see the updated forms, visit the [Sample Special Education Forms](#) page.

[I have reviewed the forms after their release from a school nurse perspective. I found the only change that may affect school nurses' documentation and data gathering is that now under Functional Performance Statements, information must be included about student achievement and/or progress compared to age/grade-level expectations. School nurses will need to specifically document how the student's health condition affects their ability to perform activities of daily living as compared to their age/grade level peers.](#)



Student Participation in Field Trips

We are now in the busy field trip months. As a reminder, when developing a student's IEP, IEP teams should consider participation in field trips and other extra-curricular activities and include any needed services to ensure equal access.

From IDEA Complaint [18-039](#): "A district meets its obligation to provide a free and appropriate public education (FAPE) to a student with a disability, in part, by providing special education and related services that are provided in conformity with the student's individualized education program (IEP). The IEP defines the services that a student needs in order to receive FAPE, and the extent to which the child will participate in the general education curriculum. Students participating in the general education curriculum must receive access to the entire curriculum, including curricular field trips. Each IEP must meet the individual needs of the student as determined by the IEP team. If a student requires additional special education services to allow them to participate in field trips, they must be considered, addressed, and documented in the student's IEP. The district must then provide the special education services consistent with the IEP."



Immunization Data for Schools Available 2018-2019 School Year

Immunization data reported from Wisconsin schools for the 2018-2019 school year are now available. On the [Immunization Rate Data](#) page, you can find a [one-page summary](#) and an [interactive web map](#) which will be updated in the near future. There is also a [summary table](#) with results for the past five years and excel sheets that include [school immunization rates](#) and [school district immunization rates](#). Additionally, we created a [message map](#) for you to use to answer general questions. If you need further assistance, please contact your local health department.

Resources for 2019-2020 School Year

Immunization resources for school administrators are now available. On the Immunization School and Child Care page, under the "Materials for Schools" tab, you will find the [Administrator Checklist](#) and [Quick Guide](#). There are also fliers that should be given to parents for children entering [kindergarten through fifth grades](#) and [sixth through 12th grades](#). Multiple languages will be forth coming.

Good news- influenza rates are waning. [The Weekly Respiratory Report](#) for the week ending on May 3, 2019 is now available.

Amy Braeger Named Wisconsin Immunization Champion for 2019

The Wisconsin Immunization Program is proud to announce that Amy Braeger has been selected as the Centers for Disease Control and Prevention (CDC) Childhood Immunization Champion for Wisconsin. CDC and the Association of Immunization Managers (AIM) hold this annual awards program to honor immunization champions across the 50 U.S. states, 8 U.S. Territories and Freely Associated States, and the District of Columbia.

Amy Braeger was nominated and selected from a pool of health professionals, community advocates, and other immunization leaders for making a significant contribution to public health in Wisconsin through their work in childhood immunization.

As a school nurse, Ms. Braeger had her “aha!” moment when she had to exclude schoolchildren from activities because they had not yet received vaccinations required by the state of Wisconsin. Ms. Braeger never wanted to do that again and making sure students in her district are vaccinated on time is her top mission. By reaching out to individual families, through letters and phone calls Ms. Braeger and her team increased her school district’s immunization rates to over 99% within just a few years. Thanks to her efforts, nearly all 6,800 students in the district receive their vaccines.

When families, healthcare professionals, and public health officials work together, all children can be protected from serious and deadly vaccine-preventable diseases. Ms. Braeger is an inspiration to all of us who care about children’s health in Wisconsin. We are pleased and honored to congratulate her on this well-deserved award.

To read Ms. Braeger’s profile on the CDC’s website, and to learn more about CDC’s Childhood Immunization Champion Award program, please visit [CDC's Champions website](#).

CDC Announcements

School vending machines are one source of food and beverages for students but often have items of poor nutritional value. As part of the [School Health Policies and Practices Study, 2014](#), CDC analyzed photographs of a nationally representative sample of school vending machines available to students prior to the Smart Snacks implementation. Access the full report [here](#) that highlights key findings including:

- Descriptions of machine type.
- Prevalence of specific foods and beverages.
- Marketing on machines.

The Local School Wellness Policy Final Rule requires any food or beverage marketed on school campuses during the school day to meet the Smart Snacks standards. Do you have marketing materials on your campus that include ads for foods and beverages? If you can’t sell it, you can’t market it! Join CDC and the **Alliance for a Healthier Generation** for the *Food & Beverage Marketing Rules and Tools* webinar on May 9th, 2019, at 3:30pm ET. Register [here](#).

May 8th is **National School Nurse Day**! Visit our school health services [page](#) to see the different roles a school nurse can play in coordinating care and managing chronic disease in schools.

May is **National Asthma and Allergy Awareness Month**. Asthma is a serious disease affecting about 1 in 12 children younger than 18 years old in the U.S. Millions of school days are missed each year because of asthma. Although we don’t know what causes asthma, we do know how to prevent asthma attacks or at least make them less severe. Schools are educating staff and carrying out asthma-friendly policies to help children with asthma control their disease. Learn more about CDC’s [Strategies for Addressing Asthma in Schools](#).



Ask, Listen, Learn is a program of Responsibility.Org Ask, Listen. Learn teamed up with Discovery Education to create three new lesson plans that focus on how alcohol affects the developing brain, body, and behavior. You can view the new materials at discoverbrainbodybehavior.com.



News from NASN...



Mental health is a topic that can often be taboo in our society and our schools. [May is Mental Health Month](#), so it's a good time tackle the subject.

According to the [National Alliance on Mental Illness](#), approximately 1 in 5 youth ages 13 to 18 (21.4 percent) experiences a severe mental disorder at some point during their life. For children ages 8 to 15, the estimate is 13 percent.

Lack of treatment can have serious consequences: Over one-third (37 percent) of students with a mental health condition ages 14 to 21 and older who are served by special education drop out — the highest dropout rate of any disability group.

NASN provides a number of [resources](#) to help school nurses have tough conversations about mental health, or you can listen to the on-demand recording of this webinar, [Mental Health: Tips for Today's Students and Nurses](#).

Asthma and Tobacco in Wisconsin

Thursday, May 16 | 10:00 a.m. - 11:00 a.m.

Join the Wisconsin Asthma Coalition for our next webinar on Thursday, May 16! This session will be presented by Anneke Mohr, MSW, MPH, coordinator for the City of Milwaukee Tobacco-Free Alliance, and Darcie Warren, MPA, senior manager for tobacco control at the American Lung Association.

Attendees will learn:

- How asthma control and tobacco control and prevention align
- Legislative priorities to reduce tobacco use
- 2019 legislative successes, challenges and advocacy efforts

Don't miss this exciting presentation during Asthma Awareness Month! To register, you must be a Wisconsin Asthma Coalition member. Sign up to be a member through our new membership portal.

[REGISTER NOW](#)



Vaping Education Resource Created by Senior Nursing Students

San Diego State University senior nursing students created an educational video on vaping for their Community Health semester project. This video can serve as a short concise synopsis on the subject and/or to get a conversation started in the classroom, with peers, teachers. Lesser known facts by teens covered in the video include:

- it's not vapor-it's aerosol.
- there is third hand smoke with vaping (affecting others and pets)
- there is nicotine in e-juice
- the variety of chemicals in e-juice.
- the addictive nature of vaping
- physical injuries caused by the device itself

<https://youtu.be/1zmewLjiHcY>



Camp Nurse Opportunities- Whiz Resources

We have several camp nurse positions we are still trying to place for this upcoming summer! Applicants can be RNs or LPNs and most camps pay \$1000/week with a few paying up to \$1500/week. In addition, meals and lodging are provided and out of state camps will pay round-trip air transportation. Here is a [link](#) to the list of our current camp nurse openings. And here is a [link to a flier](#) with more information about our company. Nurses who want to apply can go to our online application at http://www.whizresources.com/medical_staff_form.html and upon completion we will contact the applicant for a short phone interview to discuss the camps that best fit their needs. We have been working with camps for 15 years and look forward to another great summer!

Rick Whisenhunt

WhizResources

214-709-5559

www.whizresources.com

(Take note that application site is not a secure site.)

Join Consultant Louise Wilson in a Zoom Meeting to discuss questions surrounding data entry in the voluntary Wisconsin School Health Services Survey on May 23, 2019 3:30 - 4:15 PM.

Call in by phone or connect via your computer.

Join Zoom Meeting

<https://zoom.us/j/746605150>

Phone call in: 1- 646-876-9923



This year I have been encouraging school nurses to embrace their role in providing mental health services to students. In order to do this, school nurses may need further professional development in mental health topics. I am no exception.

On May 3, 2019, I attended Prevent Suicide Wisconsin's 2019 annual conference. I found this to be an amazing conference and one I would recommend school nurses attend! One of the sessions I attended was "Monitoring & Managing Suicide Risk for Those Who Self-Injure" by Jennifer J. Muehlenkamp, Ph.D. Self-injury is one of the areas of mental health for which school nurses are on the front line. School nurses are often the first to notice signs of this behavior. School nurses frequently assess and provide care for students who self-injure. Therefore, I wanted to share just a few of the key points I learned during this presentation.

Non-suicidal self-injury (NSSI) is the "purposefully inflicting injury upon oneself that results in immediate tissue damage without suicidal intent and not approved within one's culture, nor for display." Common methods of self-injury in order of frequency of use:

- cutting
- self battery/banging
- burns
- abrasion/sticking

There are other less common methods. Binary-gender males are more likely to use burns as a method of self-injury. Binary-gender females are more likely to use cutting as a form of NSSI.

Most individuals who self-injure do not go on to become suicidal. But, self-injury is a strong risk factor for a suicide attempt. Those with a history of NSSI have a five-fold increase in risk of a future suicide attempt. The younger the age that NSSI behavior starts, the more likely a suicide attempt will occur in the future. This is important for those working with elementary and middle school students to understand.

Dr. Muehlenkamp discussed four NSSI characteristics and their correlation to risk for a future suicide attempt. These factors were frequency of NSSI, versatility of methods (number of different methods), motivation/function of NSSI for the individual, and location of injuries (particularly for cutting). The strongest correlation was between the location of the injuries - with non-arm cutting (less visible/more secretive) being the most significant.

It behooves school nurses when initially assessing students who self-injure to be aware of these risk factors along with determining the function of the self-injury behavior. School nurses should refer students who self-injure for more advanced assessment and treatment. In monitoring these students, assessing for changes in any of these characteristics is equally important.



August 9, 2019
8:30 am to 3:30 pm
Holiday Inn , Madison, WI

Supporting Transgender Youth

Highlights:

- Sex, gender, orientation 101
- A day in the life of a transgender young person
- “The Biology of Sex”
- Student’s story: A parent perspective on a transgender student’s experience
- Inclusive and supportive policies and procedures surrounding transgender youth
- Building supportive school teams

Location:

Holiday Inn
5109 West Terrace Drive
Madison, WI 53718

Contact Person Info:

Louise Wilson
School Nurse Consultant
Louise.Wilson@dpi.wi.gov

Registration:

\$45.00

Registration Link will be posted on [School Nursing and Health Services webpage](#)



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent



Share to Make Aware: Ten Ways to Share Your Data

1. Share with your principal/school board

Share and explain key activities to your principal and/or school board. They may not be aware unless you share!



2. Share with your Parent Teacher Association (PTA)*

The PTA may be able to provide additional financial support or advocate, if they know! You could also include something in their newsletter to parents.



3. Make a change in your school

Are the number of playground injuries increasing? Worried about obesity rates? Use your data to show your concern and develop a plan to advocate for change.



4. Share with your local health department*

Share your immunization compliance rates with the local health department to develop a partnership in case the measles come to your district. Or share other appropriate data on population-based health to build relationships of trust.



5. Celebrate a success!*

Did your data show a need and you addressed and created a change? Use your data to celebrate the success and let others know!



6. Share with your schools (teachers or students)

Use data to explain current health trends in your school, what you are doing about them, and what they need to know. This could be done in a formal presentation or informally posting a rate outside your office door.

7. Write an op-ed or article for your community paper *

Write a short op-ed or other article for the community paper, using your data to talk about the health of the school population. You could highlight concern and offer suggestions and information.

8. Write a grant*

Use your data to illustrate the need for supplies or an evidence-based program in your school, and write a grant for the funds needed to obtain them.

9. Make a change in your focus

School nursing practice is dynamic and must meet current needs of students. Your data will help guide where to focus your time to meet the greatest need in your school, which may be different than just a year or two ago.

10. Send a Thank You!*

Send a thank you note to others who supported your efforts to create change--and share the results (using data!)

District Health Report

School nurses support learning by keeping students in school ready to learn.

Health Office Visits Outcomes



Cost Savings to School

Other Activities

Chronic Condition Management

ASTHMA



DIABETES



Type 1: _____

Type 2: _____

SEIZURES



LIFE THREATENING ALLERGY



Prevention Activities

[illegible]

Emerging Issue

District Health Report

- Number of Registered Nurses: _____
- Number of other school health services (SHS) team members: _____
- Number of students in district: _____

Mission/Vision of district SHS team: _____

School nurses support learning by keeping students in school ready to learn.

Health Office Visits Outcomes



_____ % of students who return to class
 _____ % of students who are sent home
 _____ % where 911 is called

Cost Savings to School

- _____ Money saved by school nurse doing required CPR, OSHA, or other training
- _____ Money saved from Medicaid reimbursement

Other Activities

- _____ % of students needing glasses who received them
- _____ Total number of medications given

Chronic Condition Management

- _____ % of students with any type of chronic condition
- _____ Number of nursing care plans written

ASTHMA



DIABETES



Type 1: _____

Type 2: _____

SEIZURES



LIFE THREATENING ALLERGY



Prevention Activities

- _____ % of students vaccinated for measles
- _____ Number of health teachings to students
- _____ Number of staff inservices
- _____ Number of social determinants of health addressed
- _____ Number of students referred for mental health counseling
- _____ Number of staff treated
- _____ % of students in district touched by school nurse
- _____ Number of parents taught in health

Emerging Issue

Identify 1 or 2 emerging or trending issues that you plan to target next year. Ask specifically for support needed from district.
