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# DPI News

## Schools Closed Until End of School Year

On April 16th, 2020, Secretary-designee Andrea Palm issued [Emergency Order #28](#), which extends Safer at Home and makes some changes to the initial order. The changes from Emergency Order #28 will go into effect on April 24. Safer at Home order will remain in effect until 8 a.m. on Tuesday, May 26, 2020. Governor Tony Evers' office also provided a question and answer document accompanying the order. See the [Safer at Home extension FAQ](#).

While the Safer at Home Order continues to keep buildings closed, it does not close school operations. The Department of Public Instruction (DPI) encourages schools to continue what they have been doing to provide continuity of learning and school meals. Please see the statement from State Superintendent Carolyn Stanford Taylor below:

*"The closure of school buildings does not mean the end of services to children. The Department of Public Instruction remains committed to supporting schools and districts as they continue to care for their students, advance continuity of learning, provide meals for students, plan for the remainder of the year, and begin to plan for summer school opportunities and next fall due to COVID-19."*

## School Nurse Weekly Zoom Meetings

The DPI Wisconsin School Nurse Zoom meetings will continue through at least June 3, 2020. Invites and reminders of the meetings are sent out via the DPI school nurse email listing. The meetings are password protected.

## Self-care during COVID-19 For Student Support Professionals

"Student support professionals are carrying a uniquely difficult burden right now. While contending with your own uncertainty, stress, and worry, you are also tasked with supporting and guiding others through this difficult moment. This resource is for you. The following strategies can help you maintain your strength and resilience in the coming weeks."

From University of Michigan Medical school [Read more](#)



*While the Safer at Home Order continues to keep buildings closed, it does not close school operations.*



# DPI News

## Digital Resources Grant

The Wisconsin Department of Public Instruction received a special \$5.25 million fund allocation from the Common School Fund to assist Wisconsin students in accessing digital resources amid the COVID-19 pandemic. Chaired by State Treasurer Sarah Godlewski, the Board of Commissioners of Public Lands approved the special distribution to support families with the continuation of learning because of the ongoing public health emergency. The money is in addition to the planned \$38.2 million in 2020 Common School Fund library aid.

A message from State Superintendent Carolyn Stanford Taylor for media play is available at [https://youtu.be/HxRqK\\_trf\\_4](https://youtu.be/HxRqK_trf_4). A message from Godlewski for media play is available at <https://youtu.be/OP0lqFs4xbM>.

For more information, and for a full news release, visit <https://dpi.wi.gov/news/releases/2020/special-fund-allocation-help-improve-wisconsin-student-access>.

## Mental Health and Wellness

The Department of Public Instruction (DPI) is providing [mental health resources](#) for you as you look to serve students, parents, caregivers, and educators during this closure. Taking into consideration the need to be physically distant, while maintaining social and emotional connections, the department organized the resources by the four topic areas below:

- General Mental Health and Wellness
- Child and Adolescent Mental Health and Wellness
- Parent, Caregiver, and Educator Mental Health and Wellness
- Positive Parenting and Safe Home Environments

For additional resources related to Pupil services, the four professions of school counseling, nursing, psychology, and social work, see the [COVID-19 Information for Pupil Services](#) webpage.

## Teleservice Considerations for Related Services During the Current Public Health Emergency – Update 4/6/20

As school districts explore options to provide all students with continuous learning and distance learning opportunities, related service providers may be considering teleservice as a service delivery model. [This document](#) follows a Question and Answer format and includes key points for practitioners to consider prior to providing services virtually. This update includes telepractice resources for additional related service providers, including audiologists, O&M specialists, educational interpreters. In addition, the update contains Forward Health guidelines when considering Medicaid reimbursement for teleservices.



*Taking into consideration the need to be physically distant, while maintaining social and emotional connections...*

# Department of Health Services

## Respiratory Report

[The Weekly Respiratory Report](#) for the week ending April 4, 2020, is now available.

Current Alerts: The percentage of deaths attributed to pneumonia and influenza (P&I) increased for the fifth consecutive week. P&I last week was 10.3%, far exceeding the state threshold of 6.8%. P&I percentage nationally also exceeds threshold levels. Based on the low incidence of influenza statewide and nationally, the increase in P&I deaths is likely due to COVID-19. Additional data on COVID-19 in Wisconsin can be found at <https://www.dhs.wisconsin.gov/covid-19/data.htm>



## Watching Out for Wisconsin's Children and Families

As Wisconsin keeps physically healthy by staying Safer at Home, children have fewer interactions with many of the professionals trained to observe and mandated to report suspected child abuse. It is critical now, more than ever, for families, friends, and neighbors to be aware of the signs of child abuse and neglect and to know how to report those signs to their local child welfare agencies.

This [one-page flyer](#) from the Department of Children and Families can help you and your partners understand the signs of abuse and neglect and know how to report suspected incidents. If you suspect abuse or neglect, contact your county's child protective services (CPS) agency immediately. Your [local CPS agency's contact information can be found online](#) or by calling the United Way's resource line by dialing 2-1-1.

## Office of Children's Mental Health Focuses on Preventing Underage Drinking with New Fact Sheet

Office of Children's Mental Health Director Linda Hall today announces the publication of a new fact sheet detailing how to support our children's well-being through preventing underage drinking. While youth in Wisconsin are drinking less, they are still drinking more than youth in other states. Peer pressure, the ease in which youth can obtain alcohol, as well as advertising in the community may encourage unhealthy drinking behaviors. Highlights include:

- Using alcohol at an early age can lead to negative health outcomes that in turn can lead to, or worsen, symptoms of depression and anxiety.
- Youth tend to binge drink more than adults, which can interfere with normal brain development.
- In Wisconsin, only 36% of kids think it's risky for them to have 5 or more drinks a couple times a week.
- Having short, frequent, casual conversations with young children and throughout adolescence is one of the best interventions for parents to prevent underage drinking.

See the [complete fact sheet](#).

See [previous fact sheets](#).

# NASN News

## **NASN Calls for More School Nurses**

On April 15, 2020, NASN sent a letter to Ranking Member of the Health, Education, Labor and Pension Committee, Senator Patty Murray requesting funding for 10,000 school nurses for the upcoming school year.

[READ THE LETTER](#)



## **School Nurse Day Theme: Supporting Students in Times of Crisis**

This year's theme – School Nurses: Supporting Students in Times of Crisis – reinforces the changing times of 2020. This year, more than ever, all members of our school communities, school nurses included, have been required to take on unprecedented roles and adapt quickly to changes in their jobs.

We celebrate and honor the significant role school nurses play in the health and safety of their schools and communities during this crisis.

[SCHOOL NURSE DAY RESOURCES](#)



# School Nurse Blog



## [The Relentless School Nurse: Coronavirus Anxiety Workbook](#)

by Robin Cogan, MEd, RN, NCSN

# Medscape

## [Pureed Peanuts Advised for Infants to Stave Off Allergy](#)

View the latest practice guidelines on introducing infants to pureed peanuts. Examine trial results, implementation, and challenges faced with this new practice change. [View Now](#)



# Miscellaneous

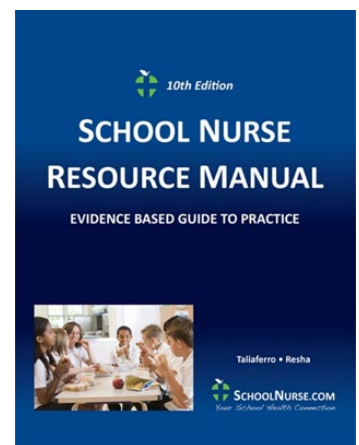
## **AAP joins CDC, AAP in releasing guidance on maintaining childhood immunization during COVID-19 pandemic**

CDC, AAP, and AAP have each released guidance on maintaining childhood immunization during the COVID-19 pandemic. The CDC guidance has moved. See CDC's [Information for Pediatric Healthcare Providers: Maintaining Childhood Immunizations during COVID-19 Pandemic](#) web page

## **The New 2020 School Nurse Resource Manual Available Now. [Order now](#) and save \$20.**

The tenth edition of the School Nurse Resource Manual is now available to pre-order. If you pre-order now until May 1st, you'll receive \$20 off the retail price of \$97. Get this quick, authoritative desk reference, a study resource for certification, a must for new school nurses and a staple for every school health office.

[Pre-order here](#) for just \$77 until May 1st, 2020.  
[Review a chapter here](#)



## **FDA Approves First Generic of a Commonly Used Albuterol Inhaler to Treat and Prevent Bronchospasm**

The U.S. Food and Drug Administration today approved the first generic of Proventil HFA (albuterol sulfate) Metered Dose Inhaler, 90 mcg/Inhalation, for the treatment or prevention of bronchospasm in patients four years of age and older who have reversible obstructive airway disease, as well as the prevention of exercise-induced bronchospasm in this age group. [READ MORE](#)



# American Academy of Pediatrics - HealthyChildren.Org

## **New and Updated COVID-19 Resources for Parents**

As coronavirus disease continues to spread across the US and abroad, the team at HealthyChildren.org has been working tirelessly to provide parents with resources and information to help them get through this crisis. Here is a round up of COVID-19-related articles on HealthyChildren.org. Most are also available in Spanish. Click on the toggle at the top of the English page to access the Spanish translation.

- [2019 Novel Coronavirus](#)
- [Tips for Coping with a New Baby During COVID-19](#)
- [COVID-19: Information for Families of Children and Youth with Special Health Care Needs](#)
- [Social Distancing: Why Keeping Your Distance Helps Keep Others Safe](#)
- [Getting Children Outside While Social Distancing for COVID-19](#)
- [Working and Learning from Home During the COVID-19 Outbreak](#)
- [Positive Parenting & COVID-19: 10 Tips to Help Keep the Calm at Home](#)
- [HealthyChildren.org eNewsletter: Protecting Your Family From Coronavirus \(also in Spanish\)](#)
- [Simple Ways to Entertain & Boost Your Baby's Development at Home](#)
- [Ask the Pediatrician: Are There Shortages of Infant Formula Due to COVID-19?](#)
- [Co-parenting During COVID-19](#)
- [Breastfeeding During COVID-19 Pandemic](#)
- [Cloth Face Coverings for Children During COVID-19](#)
- [Teens & COVID-19: Challenges and Opportunities During the Outbreak](#)



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# CDC Healthy Schools

## New Resilience Resources from the American Professional Society on the Abuse of Children

The American Professional Society on the Abuse of Children (APSAC) has four new resilience resources for children and families during COVID-19. The resources below are part of an ongoing series that can be found on the [APSAC COVID-19 Resources page](#).

The resilience series includes

- [Resilience for Children & Families: Coronavirus](#)
- [Resilience for Children & Families: Protective Factors During COVID-19](#)
- [Resilience for Children & Families 3: Overcoming Fear During COVID-19](#)
- [Resilience for Children & Families 4: Supportive Beliefs During COVID-19](#)

## [New Resource From UCLA Center for Mental Health in Schools](#)

When schools reopen, the transition back will be challenging for everyone. The spring 2020 edition of UCLA Center for Mental Health in Schools' quarterly e-journal [Addressing Barriers to Learning](#), highlights several topics to consider when planning ahead to welcome students back to school.

Topics include

- Supports for Transitions: What's Involved?
- Reopening Schools with a Sense of Exciting Renewal: Generating Hope
- Re-engaging the Disconnected in Instructional Activity
- Addressing Grief and Loss



*When schools reopen, the transition back will be challenging for everyone.*



# PREVENT BLINDNESS

You are invited to attend this 2.5 hour training course covering the aspects of children's vision screening, common vision problems found in children, current scientific protocol and the best screening tools to use, and information on follow-up and financial assistance. Following the training, attendees will setup a video call with Prevent Blindness Wisconsin staff to practice the vision screening process, review the best-practice protocol, and consult on individual vision screening questions/resources. Attendees will be certified through Prevent Blindness in Children's Vision Screening, valid for 3 years.

**Children's Vision Screener Training and Certification - Web Based**  
**Thursday, April 23, 2020**

**1:00 PM- 3:30 AM**

**Weblink Available After Registration**

[Register Here!](#)

**This training has capacity for 45 people and is limited School Nurse, Health Department, or Head Start staff members.**



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# Allergy and Asthma Network

[The Latest in Food Allergy Diagnosis](#)

**Thursday, April 23, 4:00 p.m. ET**

What's new with food allergy testing and diagnosis?

Join us for our April webinar, as board-certified allergist **Jay Lieberman, MD**, discusses food allergy testing and help improve the knowledge of patients and healthcare professionals on diagnostic testing for food allergy.

[Click Here to Register Now](#)

*(After registering, you will receive a confirmation email containing information about joining the webinar.)*

# Practice Points

By Louise Wilson

## Coronavirus Aid, Relief and Economic Security (CARES) Act,



School nurses throughout Wisconsin are doing amazing work during this time of school closures. I am inspired by your creativity and your commitment. As I have stated during the School Nurse Zoom meetings, it is important that school nurses document your activities. Thinking in terms of 21<sup>st</sup> Century School Nursing practice should help school nurses organize and plan your activities. Additionally, it would behoove school nurses to consider documenting what they have been doing using the categories of activities that will be funded under the CARES Act. Following is a brief summary of this Act provided by the National Association of State School Nurse Consultants (NASSNC), of which I am a member.

### **Congress Passes Stimulus Bill Including Aid for Schools**

Congress has passed the Coronavirus Aid, Relief and Economic Security (CARES) Act, otherwise known as the stimulus bill. The CARES Act provides \$2 trillion in emergency supplemental spending, the largest aid package in U.S. history. It includes \$30.75 billion for an Education Stabilization Fund to assist states, school districts, and higher education institutions for costs related to the coronavirus pandemic. Of that amount, \$13.5 billion is targeted to K-12 public schools, far short of the \$75 billion advocated for by the National School Boards Association (NSBA).

Ninety percent (90%) of the funds allocated to K-12 must go to local education agencies (including school districts and charter schools) for:

- Any activity currently authorized under federal education law;
- Coordination of preparedness and response efforts;
- Providing school leaders the resources necessary for individual schools;
- Activities to address the unique needs of low-income students, and students with disabilities, who are English language learners, students of racial and ethnic minorities, students who are homeless, and foster care students;
- Training and professional development of staff on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean facilities;
- Planning for long-term closures including providing meals, technology for online learning, and providing services to students receiving special education services;
- Purchasing educational technology, including assistive technology, for instruction;
- Providing mental health services and supports;
- Planning and implementing summer learning and after-school programs; and
- Other activities necessary to help schools continue operations

Funds will be distributed through Title I grants to schools. School districts that receive these grants must, “to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.” An additional \$3 billion will be divided among the governors of each state to allocate emergency support grants to local education agencies that have been most significantly impacted by the pandemic.

As you can see much of the work of school nurses is, or could be, areas for which school districts report and request funding. Using the principles of 21<sup>st</sup> Century School Nursing (leadership, community/public health, quality improvement, and care coordination) is not only essential in practicing according to established standards, but provides the structure to ensure that the health needs of students and your school community are met. If you use the principles and document either according to the principles, or the categories reimbursable under the CARES Act, you will have set yourself up to easily identify your contributions and value during this COVID-19 pandemic.



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This publication is available from:  
Learning and Support  
Student Services Prevention and Wellness Team  
(608) 266-8857  
<https://dpi.wi.gov/sspw/pupil-services/school-nurse>

April 2020 Wisconsin Department of Public Instruction

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## WHY THIS MATTERS

Over the years, youth under the age of 21 in Wisconsin are drinking less, but they are still drinking more than youth in other states.<sup>1,2</sup>

Factors such as peer pressure, the ease in which youth can obtain alcohol as well as advertising in the community may encourage unhealthy drinking behaviors.

## WHAT THE RESEARCH SAYS

Adolescence is a key period of time when youth are growing emotionally, socially, and developmentally. Many negative health outcomes have been associated with drinking during this critical stage of life.

### YOUTH ALCOHOL USE LEADS TO:



increased likelihood of risky sexual behaviors, acts of violence, trouble in school and with the law.<sup>3</sup>



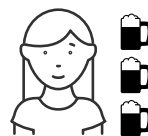
increased likelihood of making current or emerging symptoms of depression and anxiety even worse.<sup>4,5</sup>

*Prevention strategies aimed at children younger than 15 can reduce the likelihood of developing future unhealthy patterns of behavior later in life, including alcohol dependence.<sup>6</sup>*

## CONSEQUENCES OF BINGE DRINKING

Youth tend to drink less often than adults, but consume much more at one time. In fact, 90% of youth alcohol intake is done in the form of binge drinking.<sup>7</sup> An adolescent's brain develops well into their 20s. When alcohol is consumed, especially in the form of binge drinking, the memory and learning centers of their brain can suffer long-term and irreversible impairment.<sup>8</sup>

### BINGE DRINKING FOR 9 - 17 YEAR OLDS



Depending on gender and age, binge drinking definitions vary, and can mean as little as 3-5 drinks, generally in a two hour period.<sup>9,10</sup>



Youth in Wisconsin normalize drinking more than youth in all 49 other states.

In fact, in 2018 only 36% of kids age 12-17 think it's risky to have 5 or more drinks once or twice a week.<sup>13</sup>

## WHAT'S HAPPENING IN WISCONSIN?

The Wisconsin Department of Health Services (DHS) identified several strategies to prevent and reduce underage and excessive alcohol consumption in the State Health Improvement Plan *Healthy Wisconsin*.<sup>11</sup> To complement these current strategies, DHS has also developed a new public awareness campaign called *Small Talks*.<sup>12</sup> This effort takes a preventative approach to reducing future alcohol related health risks by offering guidance to adults for talking with children about underage drinking.

## WHAT WE CAN DO

**Broad based community involvement is necessary to prevent underage drinking. Prevention strategies include making alcohol less available, attractive, affordable, and acceptable.<sup>14</sup>**



### PARENTS

- Have small, casual conversations with children starting at about age 8 in order to help them make healthier decisions about alcohol.



### SCHOOLS

- Review disciplinary policies for alcohol use with a trauma-informed lens.
- Participate in the Youth Risk Behavior Survey in order to provide a consistent measure of alcohol consumption.
- Implement or sustain ongoing alcohol awareness programs.



### COMMUNITIES

- Request that adults refrain from consuming alcohol while supervising or chaperoning youth events in an effort to promote an alcohol-free environment.
- Work with local law enforcement to ensure alcohol is not being sold to youth.
- Review how much exposure to alcohol advertising youth have around the community and consider recommending changes where appropriate.

#### REFERENCES:

<sup>1</sup> U.S. Department of Health and Human Services, Center for Disease Control, Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention. Trends in the Prevalence of Alcohol Use. National YRBS: 1991-2017.

<sup>2</sup> Centers for Disease Control and Prevention (CDC). 1991-2017 High School Youth Risk Behavior Survey Data. Available at <http://nccd.cdc.gov/youthonline/>. Accessed on [2/24/2020].

<sup>3,4,5</sup> National Institute on Alcohol Abuse and Alcoholism. Retrieved from: <https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking>.

<sup>6</sup> Alcoholism: Clinical & Experimental Research. (2008, September 30). Drinking Alcohol Before 15 Years Of Age Is Risky For Later Alcohol Problems. ScienceDaily. Retrieved March 11, 2020 from [www.sciencedaily.com/releases/2008/09/080929163713.htm](http://www.sciencedaily.com/releases/2008/09/080929163713.htm)

<sup>7</sup> Office of Juvenile Justice and Delinquency Prevention. Drinking in America: Myths, Realities, and Prevention Policy. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2005.

<sup>8</sup> Risher, M. L., Fleming, R.L., Risher, W.C., Miller, K.M., Klein, R.C., Wills, T., Acheson, S.K., Moore, S.D., Wilson, W.A., Eroglu, C. and Swartzwelder, H.S. (2015), Adolescent Intermittent Alcohol Exposure: Persistence of Structural and Functional Hippocampal Abnormalities into Adulthood. Alcohol Clin Exp Res, 39: 989-997.

<sup>9</sup> Chung, T., Creswell, K. G., Bachrach, R., Clark, D. B., & Martin, C. S. (2018). Adolescent Binge Drinking. Alcohol research : current reviews, 39(1), 5-15.

<sup>10</sup> Donovan J. E. (2009). Estimated blood alcohol concentrations for child and adolescent drinking and their implications for screening instruments. Pediatrics, 123(6), e975-e981. <https://doi.org/10.1542/peds.2008-0027>

<sup>11</sup> Wisconsin Department of Health Services, Healthy Wisconsin 2020. <https://healthy.wisconsin.gov/content/alcohol>.

<sup>12</sup> Wisconsin Department of Health Services, Small Talks: How Wisconsin Prevents Underage Drinking. <https://www.dhs.wisconsin.gov/aoda/underage-drinking.htm>

<sup>13</sup> U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality. (2019). National Survey on Drug Use and Health 2017-2018. Table 15, Model based prevalence estimates by Age Group: Percentages, Annual Averages Based on 2017-2018 NSDUHs. Retrieved from <http://www.samhsa.gov/data/report/2017-2018-nsduh-state-prevalence-estimates>

<sup>14</sup> University of Wisconsin-Madison School of Law. Alcohol Policy Project. Retrieved from: <https://law.wisc.edu/wapp/improve.html>.