



# DPI News

## DPI Recognizes and Appreciates School Nurses

Please join us in recognizing and expressing our appreciation for all School Nurses in Wisconsin. Now more than ever, during the health emergency and extended school closure, we recognize the critical role our school nurses play within our schools and in providing our students with safe and healthy learning environments.

### National Nurses Week is May 6 -12, 2020, with May 6 Being National School Nurse Day

The theme designated by the National Association of School Nurses (NASN) for this year is: "School Nurses: Supporting Students in Times of Crisis."

"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. It is reflective of the significant roles school nurses have in the health care of their school communities to help make a healthier place for children and families to learn and grow during this crisis."(NASN)

The Department of Public Instruction State Superintendent Carolyn Stanford Taylor has designated Wednesday, May 6, 2020, as School Nurse Day to celebrate and acknowledge the efforts of Wisconsin school nurses in meeting the needs of today's students. Districts are encouraged to recognize the work of their school nurses during this past school year and during this global pandemic. Find more information on celebrating National School Nurse Day, see Carolyn Stanford Taylor's proclamation [here](#).

### 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.

### District Administrator COVID-19 Updates – April 29, 2020

April 29, 2020, Deputy State Superintendent Mike Thompson sent district administrators an email that can be found [here](#). Previous emails can be found [here](#) under the district administrators' email tab. Topics in the April 29<sup>th</sup> the email include:

- Department of Health Services (DHS) Request
- Graduation Ceremonies
- Summer School and Reopening Schools
- School Finance
- Federal Waivers
- Childcare Donations Request



*Now more than ever, during the health emergency and extended school closure, we recognize the critical role our school nurses play within our schools and in providing our students with safe and healthy learning environments.*



# DPI News

## Accommodations for Online Advanced Placement Examinations

The College Board has released accommodations information for Advanced Placement online examinations that are taking place in May. Students will be able to take this year's online AP® Exams with College Board-approved accommodations. Details are now available about how accommodations will be provided for this year's exams [here](#). If you have questions, please contact Mark Schwingle, education consultant, DPI Teaching and Learning team, at [mark.schwingle@dpi.wi.gov](mailto:mark.schwingle@dpi.wi.gov).



## Regional Coordinator-Eastern Wisconsin Position

Wisconsin Safe and Healthy Schools Center  
Start Date: July 1, 2020 (180-200 day contract)

The [Wisconsin Safe & Healthy Schools Center](#) is looking to add a team member to provide training and technical assistance to schools on a variety of topics related to mental health. The region covers schools in eastern Wisconsin (CESAs 1, 7, 8). The Regional Coordinator will collaboratively design, coordinate, and deliver professional development opportunities to schools, districts, and CESAs. Responsibilities include providing support after training, communicating with schools, and collaborating with WISH Center team members. Approximately 20% travel is expected (region and state). Training and mentoring opportunities will be provided. [Read more in the job description](#). Applications are due May 26, 2020.

### How to Apply:

Interested individuals should apply using the [WECAN website](#) (ID #82524). The following documents should be attached to the WECAN application: letter of interest, resume, copies of transcripts, and three letters of recommendation. This position is open until filled. Any questions can be directed to Tracy Herlitzke, [therlitzke@cesa4.org](mailto:therlitzke@cesa4.org).

### About the Wisconsin Safe & Healthy Schools Center

The [Wisconsin Safe & Healthy Schools Center](#) was created in July 2012 to provide training and technical assistance on a variety of safe and healthy schools topics. CESA #4 is the fiscal agent and houses the WISH Center Director and Project Coordinator. Four Regional Coordinators provide training and technical assistance throughout the state. Read more at [www.wishschools.org](http://www.wishschools.org).

WISH Center/CESA #4 does not discriminate on the basis of race, sex, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional or learning disability.

*Students will be able to take this year's online AP® Exams with College Board-approved accommodations.*

# Department of Health Services

## **Wisconsin to Provide Temporary Food Benefits for Children Missing School Meals**

In a COVID-free world, more than 400,000 Wisconsin children receive free or reduced price meals through the National School Lunch Program while attending school. To ensure that those same students continue to have access to nutritious meals while staying safer at home during the pandemic, the Wisconsin Department of Health Services is providing more than \$140 million dollars in food benefits to their families for March, April, May and part of June – to cover the days that schools would usually be in session.

These funds were appropriated under the Families First Coronavirus Response Act and provided to states by the United States Department of Agriculture Food and Nutrition Service. The program is referred to as Pandemic Electronic Benefit Transfer or P-EBT because the benefits will be put on cards for families to use to [purchase food at grocery stores or farmer's markets, as available](#).

View the [entire news release](#)

## **ForwardHealth Recently Expanded Coverage of Enteral Nutrition Formula and Supplies.**

Funding is available and has expanded through Medicaid in the community for enteral nutrition formula and supplies. For example coverage was expanded as of April 1, 2020, to include reimbursement of formula for members who are diagnosed with nutritional deficiency (such as failure to thrive or malnutrition) who may need to consume the formula orally or through a tube feeding.

ForwardHealth has published the following documents related to enteral nutrition coverage

ForwardHealth Provider Update 2020-10  
<https://www.forwardhealth.wi.gov/kw/pdf/2020-10.pdf>

Enteral Nutrition Access overview for members and families <https://www.dhs.wisconsin.gov/publications/p02650.pdf>

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*In a COVID-free world,  
more than 400,000  
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# NASN News

## NASN2020 is Going Virtual

NASN is transitioning the Annual Conference to a virtual experience. Virtual NASN2020 will kick off on the same dates, will have a new look, new time slots for speakers, exciting new approaches to speaker engagement and interactivity with attendees, an updated lineup and exciting new additions.



[Virtual NASN2020](#) will take place from June 29-July 3 online. Here are some key details:

- June 29: Familiarize yourself with the virtual environment.
- June 30-July 3: Content will begin at 11 a.m. EDT and end around 4:30 p.m. EDT.

### [SEE REGISTRATION OPTIONS](#)

## 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](#)



## Nurses Are Trying to Save Us From the Virus, And From Ourselves

In an era when no one seems to trust anyone, we trust nurses. “But I don’t think that means people really understand what nurses do,” says Laurie Combe, president of the National Association of School Nurses. It’s a complex job, requiring knowledge of both biochemistry and psychology, in myriad environments. Nurses are helping your fourth-grader learn to track her insulin levels at school, and they are putting pressure on a gunshot wound at 2 a.m. while noting that the victim has no pulse. They are monitoring both your heart rate and your spirit. When they touch your arm, in what would appear to be a simple gesture of friendliness, they are also testing if you’re hot, swollen, dehydrated, trembling. [Read the full story in The Washington Post.](#)

# NASN News

## [The School Nursing Role in Re-Entry Guidance.](#)

It is through the collaboration of many school nurses, affiliate leaders, board members and strategic partners that this work is possible. More documents will be developed over the course on the next several weeks that address the Role of State School Nurse Consultants, The Role of Affiliates, and critical collaborations for school nurses.



## [NASN Resources](#)

### [Interim Guidance on the Role of the State School Nurse Consultant -- Return to School Planning](#)

### [Template Letter to School Administration for Inclusion of School Nurses in Planning](#)

### [Template Letter to State and Local Leaders for Inclusion of School Nurses in Planning](#)

## **Podcast: The Role of the School Nurse in Creating a Vape-Free School**

NASN School Nurse Editor, Cynthia Galemore, interviews authors Lisa Frey Blume and Shannon Lines about their article, "The Role of the School Nurse in Creating a Vape-Free School" in the NASN May 2020 Podcast. You [can read the featured article](#) via open access for 60 days. [Listen to the Podcast.](#)

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## **Experts revise anaphylaxis emergency plan for COVID-19**

"The standard recommendation for anyone experiencing anaphylaxis is: administer epinephrine promptly in the reaction, and call 9-1-1 to have an ambulance take you to the emergency department...Now Dr. Thomas Casale, an allergist and chief medical adviser for operations of the non-profit [FARE](#) (Food Allergy Research and Education), and two colleagues address the question. In [a paper](#) published the week of April 20, they offer a modified anaphylaxis emergency care plan for allergists to consider recommending to patients and families." [Read more.](#)



# Allergy and Asthma Network

Allergy & Asthma Network has a full May calendar of webinars! Please join us -

## **COVID-19 Webinar Series**

### **COVID-19 and Asthma: Lessons Learned and a Look Forward**

Tuesday, May 5, 2020 – 4:00 PM Eastern

Dr. Purvi Purikh and Dr. Jackie Eghrari-Sabet will join Allergy & Asthma Network President & CEO Tonya Winders to mark World Asthma Day with a program that will look at the latest information on COVID-19, telehealth, digital health and the COVID-19 registry as we explore the impact on the healthcare system and respiratory patients.

Register at:

[attendee.gotowebinar.com/register/5906248116655569164](https://attendee.gotowebinar.com/register/5906248116655569164)

*CE is not available for this webinar*



## **Advances in Allergy & Asthma Webinar Series**

### **Cannabis: The Effects on Patients with Respiratory Conditions**

Thursday, May 21, 2020 – 4:00 PM Eastern

Join us as Dr. William Silvers leads us through a program where you will learn:

The spectrum and prevalence of allergic reactions to cannabis

Updated information on diagnosis and management

The benefits and harms of cannabis

Register at:

[attendee.gotowebinar.com/register/8634272804848674315](https://attendee.gotowebinar.com/register/8634272804848674315)

*CME is available for this webinar through ACAAI*

[mm](#) *CNE is available through our Online Learning HQ at a reasonable cost*

## **5 Things to Know Webinar Series**

### **Anaphylaxis in the School Setting – Part 2: Civil Rights & Care Plans**

Wednesday, May 27, 2020 – 4:00 PM Eastern

Ryan Gembala, a lawyer from Ohio, will join former school nurse Sally Schoessler to present Part 2 of our Anaphylaxis at School webinars. They will discuss Section 504 Plans, legal rights for students and families as well as cover individualized healthcare plans, emergency plans and more.

Register

at: [attendee.gotowebinar.com/register/6044248920903332363](https://attendee.gotowebinar.com/register/6044248920903332363)

*CE is not available for this webinar*

# Medscape Nurses

[Remdesivir Now 'Standard of Care' for COVID-19, Fauci Says](#)

[New Guidelines on Use and Reuse of PPE for COVID-19](#)

[COVID-19: High-Risk Groups and Special Populations](#) CE / CME / ABIM MOC



## Medscape

[The Great Invader: How COVID-19 Attacks Every Organ](#)

[Role of Fecal Excretion in Spread of SARS-CoV-2 'Cannot Be Ignored'](#)

[Gastrointestinal Symptoms Common in US COVID-19 Patients](#)

## Miscellaneous

### **Treatments for COVID-19**

#### **What helps, what doesn't, and what's in the pipeline**

"Scientists are working hard to develop effective treatments. Therapies that are under investigation include drugs that have been used to treat malaria and autoimmune diseases; antiviral drugs that were developed for other viruses, and antibodies from people who have recovered from COVID-19." [Read more.](#)

### **Doctors try out curbside vaccinations for kids to prevent pandemic**

"There is no way to prevent the coronavirus, but there are vaccines for a dozen-plus diseases that threaten children, in particular. And if kids delay or skip their measles, tetanus, whooping cough and rubella vaccinations, communities in Massachusetts and beyond could find themselves dealing with more than one epidemic." [Read more.](#)

*If kids delay or skip  
their measles,  
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# Practice Points

By Louise Wilson

## School Health Services Survey Needs Your Data



The Department of Public Instruction will collect school health services data for the 2019/20 school year. The Wisconsin School Health Services Report survey is designed to collect annual school nursing and health services data from each school district in order to develop a cumulative statewide picture of school health services. The 2019-20 school year has been unprecedented. The COVID-19 pandemic closed Wisconsin schools (both public and private) for a significant portion of the school year. Yet, it remains important to collect what school health data school districts are able to data mine and report. Understandably, given the circumstances and limitations imposed by school closings, the data set reported will not be complete.

Collecting data as part of this state initiative is very important. Only by collecting accurate data regarding the health services provided to Wisconsin school children can school nurses give voice to the role school nurses play in removing health related barriers to students' education and the role school nurses have in promoting and protecting the health of Wisconsin school children! This is particularly important this school year as there is a section to report student health services activities during school closures due to the public health emergency. **Note that even if school districts cannot access student health or office visit data, they can enter important information into the 2019-20 WISCONSIN HEALTH SERVICES REPORT SURVEY.**

You may be asking yourself how can I possibly enter data if I cannot access my student records or student information system? The survey is divided into four sections: health personnel, health services provided, chronic conditions, and district practices. Every school nurse should know if they had a medical advisor this school year. Every school nurse should know how many RNs, LPNs, or support staff provided health services; if your district stocks emergency epinephrine; if your district bills for Medicaid. You do not need to access your health records to answer those health personnel and district practices survey questions, the information is in your head!

Granted, you may not be able to calculate how many encounters RNs, LPNs or support staff had with students. If you are able to report information on several of the data points do so. If not, report on the data points you have available to you. If you cannot "run your numbers" and report the number of student encounters, numbers of students with chronic health conditions, or absenteeism data THAT IS FINE. Understandably this year the data set will be incomplete.

For the 2018/19 school year, DPI received data from 29% of the public school districts. Therefore, I was able to share with legislators and the Wisconsin Chapter of the American Academy of Pediatrics the number of districts with medical providers in 29% of Wisconsin public school districts. That information was not representative or accurate. Now imagine if 98% of Wisconsin public school districts reported if they had a medical advisor or not, or if they stocked Narcan. THAT would be great information to have! To have that information to share with stakeholders I need school districts to enter their data.

Some of the data points we share with the National Association of School Nurses (NASN), so the definition of the data points are the same. No individual district identifiers are shared. Only aggregate data is reported for confidentiality reasons. I have attached to this Update a FAQ on the data points as explained by NASN.

Chronic absenteeism is a data point that was new for both the NASN survey and our Wisconsin Student Health Services survey for the 2019/20 school year. I am hearing from many school nurses that this is creating confusion and is difficult to calculate given the school closures. This data point targets all students, not just those with chronic health conditions, that were absent 10% of the school year. The NASN definition includes those missing 10% of the school year, or those missing 3 or more days per month. Absences can be excused or unexcused. How to count those students who have withdrawn from your school district needs more clarification. If they missed 10% of the school days or 3 or more days per month while in your district please count them - if you are able to access that data. I presume attendance data may be difficult to access this year. The survey can still be completed without this information!!

The link to the 2019-20 WISCONSIN HEALTH SERVICES REPORT SURVEY will be open this week. The link is located on the [School Nurse Data Collection webpage](https://dpi.wi.gov/sspw/pupil-services/school-nurse/data) (<https://dpi.wi.gov/sspw/pupil-services/school-nurse/data>). The introduction states the deadline is August 15, 2020 to enter data. If you find it is not possible for you to meet this time line please email me in August and we will discuss.

I cannot stress enough how important it is to have full participation from all public school districts. Private and independent school districts may also submit data to improve our understanding of the health needs of Wisconsin's school age children.

I look forward to tabulating the data next fall.



*The link to the 2019-20 WISCONSIN HEALTH SERVICES REPORT SURVEY is now open.*

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>

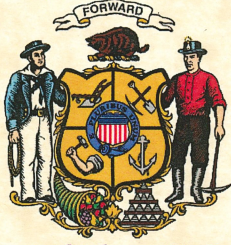
MAY 2020 Wisconsin Department of Public Instruction

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# STATE of WISCONSIN



## OFFICE of the GOVERNOR

# Proclamation

*WHEREAS*; parents and loved ones deserve to feel confident that our kids will be safe, supported, and cared for while in our schools; and

*WHEREAS*; every kid should have access to a high-quality, public education, which means ensuring they have the physical and mental health support they need, especially as students today face increasingly complex and life-threatening health problems requiring care in school; and

*WHEREAS*; school nurses have served a critical role in improving public health and advancing the well-being, academic success, and life-long achievements of all students for more than a century; and

*WHEREAS*; when it is safe for our kids to return to school, school nurses will play a critical role in addressing the unexpected stress on health and well-being that the COVID-19 pandemic has presented to our kids and families; and

*WHEREAS*; school nurses are trained to address the many home and community factors that can affect the health of the students they care for, providing a critical safety net for our state and our country's kids; and

*WHEREAS*; school nurses understand the link between health and learning, and act as a liaison to the school community, families, and healthcare providers by promoting wellness and improving health outcomes for kids across our country; and

*WHEREAS*; the state of Wisconsin celebrates school nurses throughout our state and throughout our country for the positive difference they make in the lives of school kids every day;

*NOW, THEREFORE*, I, Tony Evers, Governor of the State of Wisconsin,  
do hereby proclaim May 6, 2020, as

## NATIONAL SCHOOL NURSE DAY

throughout the State of Wisconsin and I commend this observance  
to all our state's residents.

IN TESTIMONY WHEREOF, I have  
hereunto set my hand and caused the  
Great Seal of the State of Wisconsin  
to be affixed. Done at the Capitol in  
the City of Madison this 21<sup>st</sup> day  
of April 2020.

A handwritten signature in black ink that reads "Tony Evers".  
TONY EVERS  
GOVERNOR

the Governor

A handwritten signature in blue ink that reads "Douglas La Follette".  
DOUGLAS LA FOLLETTE  
Secretary of State





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## Proclamation *National School Nurse Day* May 6, 2020

*2020 Theme: School Nurses: Supporting Students in Times of Crisis*

*Whereas*, students are the future and, by investing in them today, we are ensuring our world for tomorrow; and

*Whereas*, families deserve to feel confident that their children will be cared for when they are at school; and

*Whereas*, all students have a right to have their physical and mental health needs safely met while in the school setting; and

*Whereas*, students today face more complex and life-threatening health problems requiring care in school; and

*Whereas*, the COVID-19 pandemic has emphasized the essential role school nurses play in student health and academic success; and

*Whereas*, school nurses have served a critical role in improving public health and in ensuring student's academic success for more than 100 years; and

*Whereas*, school nurses address the home and community factors (e.g., social determinants) that impact students' health; and

*Whereas*, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

*Whereas*, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

*Whereas*, school nurses are members of school-based teams (e.g., school health services, 504/IEP, disaster/emergency planning) to address the school population; and

*Whereas*, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day, therefore be it

*Resolved*, that the **National Association of School Nurses** celebrates and acknowledges the accomplishments of school nurses everywhere and their efforts of meeting the needs of today's students by improving the delivery of health care in our schools and offers gratitude for the nation's school nurses, who contribute to our local communities by helping students stay healthy, in school, and ready to learn, and keeping parents and guardians at work, not just on this **National School Nurse Day**, but at every opportunity throughout the year.

Now, *THEREFORE*, I (Name), Governor of (State), do hereby proclaim Wednesday, May 6, 2020, as "School Nurse Day" in (State), and commend its observance to all citizens.

**Confident**

role model  
Our lives begin to end  
the day we become  
silent about things that  
matter.

Vaping

CBD

IEP

**INDEPENDENT**

Researcher

*multi-skilled*

**PASSIONATE**

Stand up for your  
principals even if you stand  
alone

**EXPERIENCED**

**Advocate**

*Evidenced Based Practice*

You can't educate a child who isn't healthy and you  
can't keep a child healthy who isn't educated.

# I AM A SCHOOL NURSE

**Multi-tasking**

health  
equity

Builds Bridges Between  
Education and Health Care  
Systems

**CREATIVE**

UAP

**COVID-19 SARS-CoV2  
Public Health**

**Violence Prevention**

"I long to accomplish great and noble tasks, but it is  
my chief duty to accomplish humble tasks as though  
they were great and noble."

**WELLNESS**

Health Educator

If kids come to us from strong,  
healthy, functioning families, it makes  
our job easier. If they do not come to  
us from strong, healthy functioning  
families, it makes our job more  
important.

Collaborates

Assess, Plan,  
Implement,  
Evaluate

OHI

IDEA/504

**Leader**

**Empowers Students**

**INTELLIGENT**

**Safe Haven**

**HEALTHY COMMUNITIES**

*Created by Louise Wilson, MS, BSN RN, NCSN 2020*



## **STATEMENT ON PPE AND ATHLETIC PARTICIPATION: RAMIFICATIONS OF THE COVID-19 PANDEMIC**

**National Federation of State High School Associations (NFHS)  
Sports Medicine Advisory Committee (SMAC)**

While the COVID-19 pandemic has presented myriad challenges to school athletic administrators, one area of increasing concern is the ability of students to access primary care providers and obtain the required preparticipation physical evaluation (PPE) to participate in sports during the upcoming 2020-21 academic year. Currently, many primary care clinics are seeing patients for only acute illness and other urgent or emergent health issues. Well child care and PPEs have come to a halt in much of the country due to social distancing and “stay at home” policies.

The duration of the pandemic and social distancing restrictions are obviously unknown at this time. When primary care providers do start seeing patients for non-urgent conditions there is likely to be a significant delay in routine care appointments as those providers prioritize patients with chronic or subacute medical problems. Thus, there will likely be significant delays in students being able to obtain PPEs in their medical home.

The purpose of the PPE or “sports physical” is to maximize the health of athletes and their safe participation in sports. The PPE is required for high school sports participation in every state and the District of Columbia. There is great variation in the required interval time between exams, ranging from annually to every three years.

We believe that this unprecedented event allows for state associations to be flexible in their current requirements, while maintaining a balance between student safety, the benefits of athletic participation, and easing the burden on local primary care providers. Therefore, we suggest that you consider the following:

1. Follow the laws for your state. We recommend discussion with state health department and state medical associations prior to making a final decision on how best to approach this issue. Some states may not be able to make any changes without approval of their state legislature.
2. If needed, and absent indications to the contrary, we recommend a one-year extension for any student who has a PPE that “expires” before or during the 2020-21 academic year.
3. Parents and guardians should be informed that extending the duration between PPEs is a deviation from standard of care, but given the already existing variation among states when there isn’t evidence to the contrary, we believe this change in practice on balance, would permit the greatest overall health benefit from the allocation of scarce medical resources.

4. Students who have not had a PPE, such as incoming freshmen and students who are first time participants in athletics, should still be required to have a PPE prior to athletic participation. Therefore, parents and guardians should be informed of the need to obtain a PPE now, in order to get this accomplished in the coming months.
5. We encourage allowing schools to accept documented PPEs from out of state transfer students. While there is variation among forms, there is not enough evidence that this variation significantly impacts the effectiveness of the PPE.

**Approved April 2020**

**DISCLAIMER – NFHS Position Statements and Guidelines**

The NFHS regularly distributes position statements and guidelines to promote public awareness of certain health and safety-related issues. Such information is neither exhaustive nor necessarily applicable to all circumstances or individuals, and is no substitute for consultation with appropriate health-care professionals. Statutes, codes or environmental conditions may be relevant. NFHS position statements or guidelines should be considered in conjunction with other pertinent materials when taking action or planning care. The NFHS reserves the right to rescind or modify any such document at any time.



## Explanation of Wisconsin School Health Services Survey Data Points

Some data points are based upon the National Association of School Nurses' (NASN) National School Health Data Set- Every Student Counts and use the same definitions. Following is a Frequently Asked Questions document on some of those data points.

### DATA POINT: SCHOOL HEALTH STAFFING

**What does direct care mean; does it include screenings, writing care plans, or strictly hands on first aid and medication administration?**

Direct services include all of these, it is broader than just medication administration and first aid. Nurses covering multiple schools developing care plans would still be considered direct care.

**Not all of our health aides (unlicensed assistive personnel (UAP) work the full day so secretaries sometimes cover health offices in their absence. Do I count the secretaries' time?**

No, unless they are specifically assigned to do provide care; *"Exclude secretaries, teachers or principals who only address health issues at times. You may include FTE of secretary IF it is included as a specific part of their responsibility (i.e. cover health office regularly)."*

**My district does not count FTE of teachers by number of hours worked in a day. What should we do?**

Number of hours worked is the most reliable method of determining FTE, but if your district does not have an FTE equivalent that counts hours, then use whatever method to get an FTE of 1.0 or 0.5, respectively. You also could count 8 hours as a number equal to full-time (1.0 FTE); 4 hours equal to half-time (0.5 FTE); and 2 hours equal to quarter-time (0.25 FTE) as an approximation.

**What types of special assignment RNs should be included? We have some nurses that just carry out certain duties such as billing, or early childhood evaluations, or a resource nurse.**

RNs who interface with students and/or their families regularly should be counted. (See the direct care answer above).

**We have RNs working in an LPN role. Do we count them as RNs or LPNs?**

Persons should only be counted for the position for which they are contracted. Only RNs working as RNs should be counted as RN FTEs.

**Are RNs or LPNs who provide 1:1 care but are paid by the student's private insurance counted?**

Yes, source of employment/salary is not relevant.

**Are the special assignment FTEs only counted if they are RNs?**

We are collecting data on both RNs and LPNs in special assignments.

### DATA POINT: CHRONIC CONDITIONS

**Can you clarify 'current diagnosis by a healthcare provider'**

The term *diagnosis* is a medical diagnosis of a condition identified by a qualified healthcare provider (as deemed by your state's practice act) and noted on a physical exam form, prescription, medication permission form, asthma action plan, or similar.

**If the prescription label on an inhaler states for coughing and shortness of breath, is this considered a diagnosis of asthma?**

It is best to confirm with the healthcare provider. If the parent reports asthma and provides an inhaler to treat asthma symptoms, it can be counted as asthma.

**When the data asks about life threatening allergies, does that include allergies to medication as well as food, latex and insect stings?**

Yes.

**If a parent reports a diagnosed condition (ex: asthma) and reports the student as using a medication only available by prescription (ex: Flovent, albuterol), should we count that as a diagnosed condition? Is that valid for this count or does the documentation have to come directly from the healthcare provider?**

It would be assumed that if a student has one of those prescription medications at home, it would also be available for use at school. Therefore, you would have a prescription label on the product (or it's box) and the physician/healthcare provider is verifiable. In this case, it would be counted. Also, if the student has a verified diagnosis of asthma, it should be counted regardless of the need for medications in the current school year.

**Is the section on the chronic conditions data collection just for schools with a nurse or for any school?**

Schools without an RN can submit data. The criteria still applies that a condition must be diagnosed by a healthcare provider.

#### **DATA POINT: CHRONIC ABSENTEEISM**

**Are we only counting chronic absenteeism if the student has a diagnosis of one of the identified chronic diseases (asthma, life threatening allergy, diabetes, or seizure)?**

No. We are asking you to report all students who have been absent 10% or more of the school year.

**How is it counted when the student arrives late or leaves early?**

Use whatever method your district uses to track attendance.

#### **DATA POINT: HEALTH OFFICE VISIT DISPOSITION**

**What is the definition of encounter? Is it just for medical treatment?**

An encounter is any reason a student may visit the school health office to see the RN/LPN/UAP or could include any time the RN/LPN/UAP is called to see a student.

**Do screenings count?**

If the nurse is performing individual screenings in the office, they would count as an encounter. Mass screenings done in other locations of the building do not count. But can be listed in the screenings section.

**Is medication administration counted as a health office visit?**

Yes, each time an RN is directly involved with a student, regardless of the type of encounter, it should be counted. The student who received medications is counted as an encounter and his/her disposition is returned to class.

**How would I count a student who stayed in the health office because the parent did not come and the student could not return to class?**

This would be counted as student sent home.

**If you have the parent take the student to the ER, does that count as activating EMS?**

No. If the parent takes the student to the ER, you did not activate EMS or call 911, so it would be counted as student sent home.

# CLOTH FACE COVERS

Another tool to help slow the spread of COVID-19



Cloth face covers help prevent transmitting the virus through talking, coughing, or sneezing. Use these along with social distancing and other preventive measures to slow the spread of COVID-19.

## Wear a cloth face cover if you leave your home.

The CDC recommends that everyone wears basic cloth face covers in public. This is for essential activities that may be hard to keep the recommended 6 feet, like:

- The grocery store
- The pharmacy
- Doctor's appointments
- Outdoor activities, like crowded trails in parks

Some individuals may feel that using a cloth face covering in public puts them at increased risk for harm due to racial profiling. We ask our community to be aware of potential bias and work to overcome it so that everyone in our community can feel safe.

## Cloth face covers protect others.

People who are not showing symptoms can spread COVID-19. Cloth face covers help prevent someone who may have the virus but doesn't know it from giving it to people around them.

## Staying home is still the best protection.

Continue staying home as much as possible and practicing other everyday prevention measures like:

- Washing your hands often
- Not touching your face
- Staying at least 6 feet away from others
- Disinfecting high-touch surfaces often

## You can make your own.

Face covers can be made of materials you might

already have, such as bandanas, scarves, t-shirts, sweatshirts, or towels. The CDC has [simple instructions on how to make your own](#).

## Wearing one is easy. Here's how:

- Cover your nose and mouth
- Fit it snugly against the side of your face
- Secure with ties or ear loops
- Include multiple layers of fabric
- Make sure you can breathe through it
- Make sure it can be laundered and machine dried

## Cloth face covers aren't for everyone.

- Anyone who has trouble breathing or is unable to remove the cover themselves should not wear one.
- Children under age 2 should not wear one.

## Wash cloth face covers after each use.

Ideally, wash daily with detergent and hot water and dry on a hot cycle. Always wash your hands before and after touching your face or cloth face covers.

## Save masks for healthcare workers.

N-95 and surgical masks are in short supply, and need to be saved for workers on the front lines.

## Donate face covers and masks.

If you would like to donate to Wisconsin's coronavirus response, [visit this website](#).

**FOR MORE INFO:** [cdc.gov](https://www.cdc.gov)