



LOUISE WILSON, MS, BSN, RN, NCSN

# School Nurse Update

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IN THIS ISSUE

Greetings!

This Update will be abbreviated. Besides taking vacation time over the Thanksgiving holiday, I was out of the office on several occasions since the last Update. This was due to my move and relocation to Madison. I will no longer be commuting from Beaver Dam to downtown Madison where my Department of Public Instruction office is located. I share this bit of personal information as I feel a strong connection to the school nurses who are the primary readers of these Updates. Living closer will allow me more time and energy to advocate for quality, collaborative, and equitable health care services in Wisconsin schools so that students learn and develop to their full potential.

Flu season is here and there are usually a good number of Wisconsinites who remain unvaccinated by the beginning of December. **National Influenza Vaccination Week (NIVW) is December 1-7.** It's our nation's final push to get more Americans vaccinated against flu. This year the daily topics focus on high-risk groups. **Monday (Dec 2) of NIVW will focus on children under 5. Wednesday (Dec 4) will focus on people with chronic health conditions.** See more information in this Update.

The Department of Public Instruction is happy to share an informative nine part series from SchoolHouse Connection that includes the 2017 YRBS data around **Homelessness and a call for action from schools.** Included is the **disproportional prevalence of homelessness among students that are LGBTQ, disproportionality of homelessness among race/ethnicity, and the higher prevalence of risk factors among these youth to include suicide, bullying, attendance issues, dating violence, and rape/sexual assault.**

I hope to see some of you at the Building the Heart of Successful Schools preconference and conference this week (December 4-6). Thank you for your continued efforts to provide quality, collaborative, and equitable health care services!

**National Influenza Vaccination Week**  
**School Health Profiles Report**  
**CDC Pediatric mTBI Guideline**  
**Report Analyzing Youth Risk Factors**  
**PRACTICE POINTS- School Nurse Swagger**

## SAVE THE DATE

**Wisconsin Association of School Nurses Annual Conference – Chula Vista Wisconsin Dells April 20-22, 2020.**  
**National Association of School Nurses Annual Conference - Las Vegas, NV June 29 – July 3, 2020**

## DPI News

### School Climate

Please see this [letter](#) from State Superintendent Carolyn Stanford Taylor regarding school climate and resources.

### Department of Public Instruction (DPI) Joint Memorandum on Background Check Requirements

DCF and DPI have received many questions surrounding how background check requirements for regulated child care and the new Head Start Program Performance Standards impact collaboration between child care providers, Head Start programs, public school and special education (and other support services) for children. This joint [memo](#) addresses some of those questions.



CDC's 2018 [School Health Profiles Report \(Profiles\)](#) is now available online along with [2018 state-specific results illustrated on U.S. maps](#). Conducted biannually since 1996, Profiles measures progress in the implementation of school policies and practices to help improve the health of school-aged youth. Education and health officials can use Profiles data to support health-related policies and legislation. States and school districts can use the data to plan and monitor school programs and identify professional development needs.

The 2018 Profiles indicate the following:

- There are some positive changes in policies that support the school nutrition environment. For instance, across states, there was an increase in the median percentage of schools (from 36.6% in 2008 to 53.7% in 2018) that do not sell unhealthy snacks and beverages in vending machines and other places. However, the median percentage of schools across states who allowed less nutritious foods and beverages be sold for fundraisers was 38.8%.
- There is more work to do for schools to offer and require physical activity to students. For example, the median percentage of schools that taught a required physical education course in grades 6 through 10 was greater than 70%, but the median percentage for grades 11 and 12 was approximately 43%. The median percentage of schools that offered opportunities for students to participate in classroom physical activity breaks was approximately 50%.
- Schools across states have agreements that allow students, families, and community members to use school physical activity facilities; fewer schools have agreements for shared use of school or community kitchens. The median percentage of schools across states with a joint-use agreement for school or community physical activity facilities was 66.9%, but the median percentage of schools across states that had an agreement for shared use of school or community kitchen facilities and equipment was only 20.4%.
- There is room for better-quality school practices that can contribute to improved medical management of students with chronic health conditions. While the median percentage of schools across states (66%) provided daily health services for students with chronic illnesses, the median percentage of schools who provided disease-specific education to families of these students was much lower (42.6%).



The [Weekly Respiratory Report](#) for the week ending November 23, 2019, is now available.

### From the Immunization Action Coalition

**National Influenza Vaccination Week, observed December 1–7, will highlight the importance of continuing flu vaccination through the holiday season and beyond**

[National Influenza Vaccination Week](#) (NIVW) is an awareness week focused on highlighting the importance of influenza vaccination. NIVW will be observed this year on December 1–7. This is a great time to vaccinate your patients who have not yet been protected against flu and to remind your patients who have not been vaccinated to be sure they get protected. As a reminder, vaccination efforts should continue through the holiday season and beyond. Peak influenza activity does not generally occur until February. Providers are encouraged to continue vaccinating patients throughout the influenza season, including into the spring months as long as they have unvaccinated patients in their office.

This year [CDC is focusing on groups at high risk of flu-related complications, hospitalizations, and death](#), such as children under 5 years, adults over 65, people with chronic conditions such as asthma, heart disease, and diabetes, and pregnant women.

Click on the graphic below to access the NIVW campaign resources from CDC, including web tools, videos, communication hints, matre articles to submit to newspapers, animated graphics, and more.



### Related Links:

- CDC's [People at High Risk for Flu Complications](#) web page
  - CDC's [2019 NIVW Digital Media Toolkit](#)
  - CDC's [Seasonal Flu](#) web section
  - CDC's [FluView](#) web section
- CDC's [Free Resources related to influenza](#)

IAC and SAHM's Patient Handout for Tens "You're 16...We Recommend These Vaccines for You!" Now Offered in Spanish

IAC and Society for Adolescent Health and Medicine's (SAHM) colorful, easy-to-understand handout for teens titled [You're 16...We Recommend These Vaccines for You!](#) is now available in Spanish.

Access the new Spanish-language version: [Si tienes 16 años...¡Te recomendamos estas vacunas!](#)

### News from the National Association of School Nurses...

NASN has been working on the ECHO sessions on Concussions for School Nurses with AAP. The [CDC Pediatric mTBI Guideline](#) consists of 19 sets of clinical recommendations that cover diagnosis, prognosis, and management and treatment. In addition, you can [read this open access article](#) for more information.

Key recommendations include:

1. Do not routinely image patients to diagnose mTBI.
2. Use validated, age-appropriate symptom scales to diagnose mTBI.
3. Assess evidence-based risk factors for prolonged recovery.
4. Provide patients with instructions on return to activity customized to their symptoms.

Counsel patients to return gradually to non-sports activities after no more than 2-3 days of rest.

### NASN Continuing Education Opportunities

#### "I Have the Right To"

Washington Post reporter Jenn Abelson leads a conversation with Chessy Prout, who is on her journey as a high school survivor of sexual assault. Explore teenagers' struggles, rape culture and related areas. [LEARN MORE](#)

#### Benefits and Risks of Medical Cannabis

Learn about the implications of cannabis prescriptions in the school setting including legal, ethical, and compliance aspects. [LEARN MORE](#)

### How to Improve School Nursing Practice by Adhering To Regulations And Policies

This educational activity will provide information on federal laws of providing care in the school setting, common state issues, and other important legal responsibilities in preparing school nurses to be more confident with the language of law. [LEARN MORE](#)

Save the date for [National Drug & Alcohol Facts Week](#) (NDAFW), which will take place March 30-April 5, 2020. This is a week of educational events that brings together teens and scientific experts to SHATTER THE MYTHS® about substance use and addiction.

As a precursor to National Drug & Alcohol Facts Week, please also mark your calendars for the 2019 Monitoring the Future (MTF) survey data release, which will occur on Wednesday, Dec. 18, 2019. MTF is a NIDA-funded survey that collects data on drug and alcohol use and related attitudes among adolescents nationwide.

If you need resources to help with drug abuse in your school, [check out the NASN website](#).



#### Need Help Justifying Your Attendance at NASN2020?

The NASN2020 Justification Toolkit helps you request support to attend NASN's 52nd Annual Conference June 30-July 3 in Las Vegas, Nevada. [LEARN MORE](#)



The final brief in the nine-part series analyzing demographic and risk factor data from the Youth Risk Behavior Survey (YRBS in 17 states), comparing high school students experiencing homelessness and high school students not experiencing homelessness was recently published. YRBS homelessness data include high school students who experience homelessness as part of families, as well as students who are homeless by themselves.

The final brief on rape and sexual assault shows that nearly one in four high school students experiencing homelessness reported being forced to have sexual intercourse. We provide practical tips for how schools can help prevent rape and sexual assault of students, as well as support survivors.

We encourage readers to share the striking and heartbreaking results of our entire 2017 YRBS series, and take action to promote safety and health for students experiencing homelessness. Each brief may be downloaded as a PDF document.

#### [Part I: Prevalence, Identification, and Action Steps for Schools](#)

Key Finding: Public schools are identifying only slightly more than half of high school students experiencing homelessness.

#### [Part II: Racial and Ethnic Equity: Disproportionality and Action Steps for Schools](#)

Key Finding: Black high school students are 2.67 times more likely to experience homelessness, and Hispanic high school students are 1.68 times more likely to experience homelessness, than White high school students.

#### [Part III: Sexual Orientation Equity: Disproportionality and Action Steps for Schools](#)

Key Finding: LGBTQ high school students are 2.94 times more likely to experience homelessness than heterosexual high school students.

#### [Part IV: Vulnerability of Different Homeless Situations](#)

Key Finding: High school students experiencing homelessness are very vulnerable to a variety of harm, regardless of where they happen to be staying. Students experiencing homelessness are at dire risk of rape, assault, suicide, substance abuse, hunger, bullying and other risks, whether sleeping in a motel, a car, a shelter, temporarily with other people, or moving so frequently that they cannot identify a usual sleeping arrangement over a thirty-day period.

#### [Part V: Missing School Due to Safety Concerns](#)

Key Finding: More than one in four high school students experiencing homelessness missed at least one day of school in a single month due to these safety concerns. They were 4.63 times more likely to miss school due to safety concerns compared to stably housed students.

### [Part VI: Suicide](#)

Key Finding: Students experiencing homelessness were 7.19 times more likely to attempt suicide compared to stably housed youth. High school students experiencing homelessness are 3.21 times more likely to have a suicide plan compared to stably housed youth.

### [Part VII: Bullying](#)

Key Finding: High school students experiencing homelessness are 2.59 times more likely to be bullied on school property or electronically compared to their stably housed peers. More than one in three students experiencing homelessness reported being a victim of bullying at school.

### [Part VIII: Dating Violence](#)

Key Finding: High school students experiencing homelessness were 5.03 times more likely to be victims of sexual dating violence compared to their stably housed peers. The risk rose even higher for physical dating violence, with high school students experiencing homelessness 5.88 times more likely to be victims of physical dating violence compared to their stably housed peers. One in four high school students experiencing homelessness reported being a victim of physical dating violence.

### [Part IX: Rape and Sexual Assault](#)

Key Finding: High school students experiencing homelessness were 4.11 times more likely to be raped compared to their stably housed peers. Nearly one in four high school students experiencing homelessness reported being forced to have sexual intercourse. Similarly, high school students experiencing homelessness were 5.59 times more likely to be forced to do sexual things (defined as kissing, touching, or sexual intercourse) compared to stably housed youth. Over a twelve-month period, one in three high school students experiencing homelessness reported being forced to do sexual things.

### [Read the Entire Series](#)

## PRACTICE POINTS



November 14-15, 2019 I attended the 35<sup>th</sup> Annual State Superintendent's Conference on Special Education and Pupil Services Leadership Issues. The keynote speaker was Dr. Sharroky Hollie, PhD from The Center for Culturally Responsive Teaching and Learning. He has presented in and worked with many Wisconsin school districts, so you may know his work. He addressed institutional stagnation in closing "the so-called" racial achievement gap and disproportionality. I want to share some of his comments that particularly resonated with me.

Equity can be corrected at the stroke of a pen. School districts can write and approve of policies, that when implemented, assure equity –all students have equal opportunities and resources to succeed. But, we know that having a policy doesn't really mean students come to school equally able to benefit from those policies.

Dr. Hollie talked about that what students most need is to be surrounded by, and educated by, "open minded" and "warmhearted" individuals. He used the term "outrageous love." Students need us to be excellent and in turn we demand the same high expectations of them. I was reminded of a banking commercial stating that "just okay" service is not good enough. Who wants a mediocre school nurse? What student needs their school nurse to believe that being mediocre is good enough? He had us do an activity where we came up with a word to describe ourselves. We then turned to a tablemate and introduced ourselves and added with energy and a

little attitude “don’t act like you don’t know my name!” For example I said ( while shaking my head and pointing my finger), “My name is Passion, don’t act like you don’t know my name!”

There is a difference between arrogance and swagger. Demanding excellence from yourself and others and seeking to live up to that is empowering.

Dr. Hollie also talked about the importance of gestures. The students who need affirming gestures (smiles, high fives, etc.) the most are the ones least likely to be the recipients of these welcoming gestures. School nurses have multiple opportunities to provide students with these affirming gestures. Reframing those smiles and light touches as acts of outrageous love will energize your practice and help you reach those students who need you the most.

What would be your name?

Say it out loud with a fist pump! Then show up each and every day and be excellent!

School Nurse Webpage: <https://dpi.wi.gov/transportation-services/school-nurse>

To join the School Nurse Email List and receive school nursing updates and information send an email to [join-schoolnurse@lists.dpi.wi.gov](mailto:join-schoolnurse@lists.dpi.wi.gov)

