

What is School Nursing?

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School Nurse Resource Coordinator

History of School Nursing

Early part of century: focused on population health

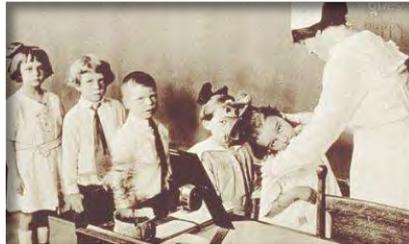


Photo credit: <http://schoolnurses.wordpress.com/>

During 1970s: schools began to enroll students with complex health conditions (Betz, 2001; Lundy & Janes, 2009)

- Expanded role included educating staff
- The nurse was also responsible for ensuring the academic success of individual students



Photo credit:
tracheostomy.com

School Nurse in Wisconsin

Wisconsin Statutes Section 115.001 (11) states:

- ▶ “School nurse” means a registered nurse licensed under s. 441.06 ch. 441 or in a party state, as defined in s. 441.50 (2) (j), who submits evidence satisfactory to the department that he or she has successfully completed a course, determined to be satisfactory to the department, in public health or community health”

School Nurse in Wisconsin

- ▶ Registered nurses employed as school nurses **prior to December 9, 2011**, the date of enactment of 2011 Wisconsin Act 86, will be grandfathered into the current definition of school nurse
- ▶ Registered nurses first employed as nurses in a school setting **after December 9, 2011**, who hold less than a bachelor's degree in nursing must submit satisfactory evidence of completion of a course in public health nursing or community health nursing determined to be satisfactory by DPI in order to be considered school nurses

NASN Recommendations

- ▶ “Every school–aged child deserves a school nurse who is a graduate of a baccalaureate degree program from an accredited college or university and licensed by that state as a registered nurse”
 - ▶ “NASN supports state certification, where required, and promotes national certification of school nurses through NBCSN” (NASN, 2010b)
- 

LPN AND EMT in School Setting

Licensed Practical Nurses (LPN) – 1 year of training

- ▶ Licensed to practice under the supervision of a registered nurse or physician
- ▶ Cannot delegate tasks to others
- ▶ Cannot initiate teaching with students or staff

Emergency Medical Technicians – (140–1200 hours)

- ▶ Licensed to practice under supervision of a physician or emergency protocols
- ▶ Limited pediatric training
- ▶ Both cannot make nursing assessments nor practice registered nursing without a license

Local and National Policy

Local Policy

PI 8.01(2)(g)

48.981

Act 81

Act 85

Act 172

Act 239

SB 353

101.02(19)(a)

115.35

115.365

118.01(2)(d)7

118.07

118.125(3)

118.135

118.126

118.25

118.29

118.46

120.12 (16)

121.02

252.04

252.15(3m)

252.21

253.15

DHS 144.07

DHS 145.07

Chapter N 6

Emergency nursing services

Abused or neglected children and abused unborn children

Mandatory reporting of child abuse or neglect by school employees

Students possession and use an epinephrine auto-injector

Concussion and head injury

Life-threatening allergies in schools; use of epinephrine auto-injectors

Use of seclusion and physical restraint

Exposure control plan

Health problems education program

Assistance to schools for suicide prevention programs

Educational goals and expectations

Health and safety requirements

Maintenance of records

Eye examinations and evaluations

Privileged communications

Health examinations for school staff

Administration of drugs to pupils and emergency care

Policy on bullying

Immunization of children

School district standards

Immunization program

Confidentiality and disclosure of HIV test results

Communicable diseases; schools; duties of teachers, parents, officers

Shaken baby syndrome and impacted babies

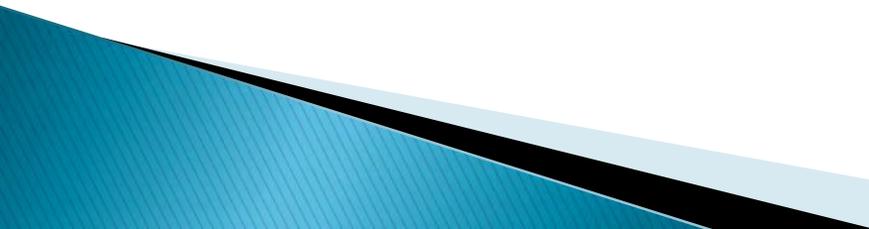
Responsibilities of schools and day care centers

Special disease control measures

STANDARDS OF PRACTICE FOR RNS AND LPNS

<http://schoolnurseresources.wordpress.com/53-2/>

Federal Policy

- **Americans with Disabilities Act (ADA)**
 - Blood borne Pathogens
 - Child Nutrition and WIC Reauthorization Act of 2004
 - Children with Special Dietary Needs
 - Family Educational Rights and Privacy Act (FERPA)
 - Health Insurance Portability and Accountability Act (HIPAA)
 - **Individual with Disabilities Education Improvement Act (IDEA)**
 - **Section 504 of the Rehabilitation Act of 1973**
- 

The Profession of School Nursing





HEAD LICE

How to avoid head lice:

- Do not share combs, or brushes
- Do not share hats
- Be vigilant for head lice especially after sleepovers
- Remember, head lice do not jump or fly




Wisconsin Immunization Registry




PUBLIC SCHOOL EMERGENCY PREPAREDNESS & CRISIS MANAGEMENT PLAN

Don Philbott | Paul Serluco



School Nursing

- ▶ “Specialized practice of professional nursing that advances the well-being, academic success and life-long achievement and health of students” (NASN, 2010)
- ▶ The “registered professional school nurse is the **leader** in the school community to oversee school health policies and programs”

(National Association of School Nurses /
American Nurses Association [NASN/ANA], 2005)



NASN Role of the School Nurse

- ▶ **School nurses:**
 - **Facilitate normal development and positive student response to interventions**
 - *Develop plan of care (504/IEP) for student with diabetes*
 - **Provide leadership in promoting health and safety, including a healthy environment**
 - *No bus idling policy*
 - *School crisis team*
 - **Provide quality health care and intervene with actual and potential health problems**
 - *Assist a student who presents with thoughts of suicide*
 - **Use clinical judgment in providing case management services**
 - *Determining if it is safe to delegate a nursing intervention to an unlicensed assistive personnel (UAP)*
 - **Actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy and learning**
 - *Assist families in accessing resources within the community*

AAP Role of a School Nurse

- ▶ The following health services are the minimum that should be offered, according to the AAP manual *School Health: Policy and Practice*:
 - Assessment of health complaints
 - Medication administration
 - Care for students with special health care needs
 - A system for managing emergencies and urgent situations
 - Mandated health screening programs
 - Verification of immunizations
 - Infectious disease reporting
 - Identification and management of students' chronic health care needs that affect educational achievement (AAP, 2008)
 - Provides health education and staff wellness programs
 - Assures student compliance with state and local regulations related to health and safety
 - Identifies school health needs and advocates for necessary resources
 - Assures the health and safety of the school students and staff (NASN, 2013)

Importance of the School Nurse

- ▶ The AAP supports having a full-time school nurse in every school as the “best means of ensuring a strong connection with each student’s medical home”

(AAP, 2008)



Challenges

Challenges for School Nurses

- ▶ Confusion regarding the role of the school nurse
- ▶ Only health care provider in an educational setting
- ▶ Appraised solely based on the number of tasks that they complete
- ▶ Considerable decrease in funding for school nurse services

(Kossler Dutton, 2008, Jones, 2011, Murray, et. al, 2008, Richards, 2011, Turner, 2009)

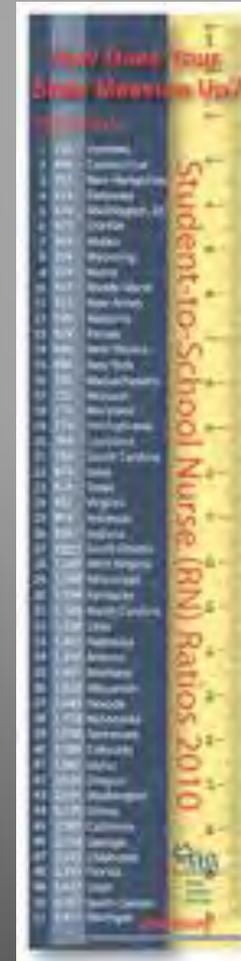


Challenges for School Nurses

- ▶ RN to pupil ratios vary across the country with wide ranges from 1:4411 to 1:396 (NASN, 2011)
 - Many times, the expectations for the school nurse are the same regardless of ratios
- ▶ Lack a common language to document the interventions
 - Leads to difficulty in evaluating outcomes within the profession
- ▶ Lack of common data collection across the country

National vs. State

- ▶ RN to pupil ratios vary across the country with wide ranges from 1:4411 to 1:396 (NASN, 2011)
- ▶ Wisconsin ranks 36th for RN:pupil ratio
- ▶ Wisconsin average RN:pupil ratio is 1:1,625
- ▶ Range in Wisconsin is 1:285 to 1:18,600



Succeeding as a School Nurse

You can't educate a student
who isn't healthy . . .



and you can't keep children healthy
who aren't educated!

Qualities of a School Nurse

- ▶ Independent
- ▶ Confident in nursing skills
- ▶ Awareness of your community factors
- ▶ Culturally competent
- ▶ Critical thinker



Importance of Continuing Ed

- ▶ Ongoing professional development and/or continuing education:
 - “expands and updates knowledge and practice to meet the increasing and ever-changing demands and expectations of the profession and of the education community”
 - “promotes confidence in the nursing and education professions that competence in the practice of professional school nursing is continuous” (NASN, 2003)



Connection and Collaboration

Wisconsin Association of School Nurses



WASN
Wisconsin Association
of School Nurses

Home About WASN » Join WASN Membership » Member Login Resources » Contact Us

Search this site...

About WASN

Healthy Children Learn Better... School Nurses Make a Difference! The mission of WASN is to support and advance the practice of professional school nurses in Wisconsin in order to enhance the health and educational success of students. In November 1970, the first conference...

[Read More](#)

"Wisconsin Association of School Nurses"

The place to engage with school nurse colleagues, link news and information and connect school nurses, students, parents, educators, and others interested in school health in Wisconsin.

<http://wischoolnurses.org/>

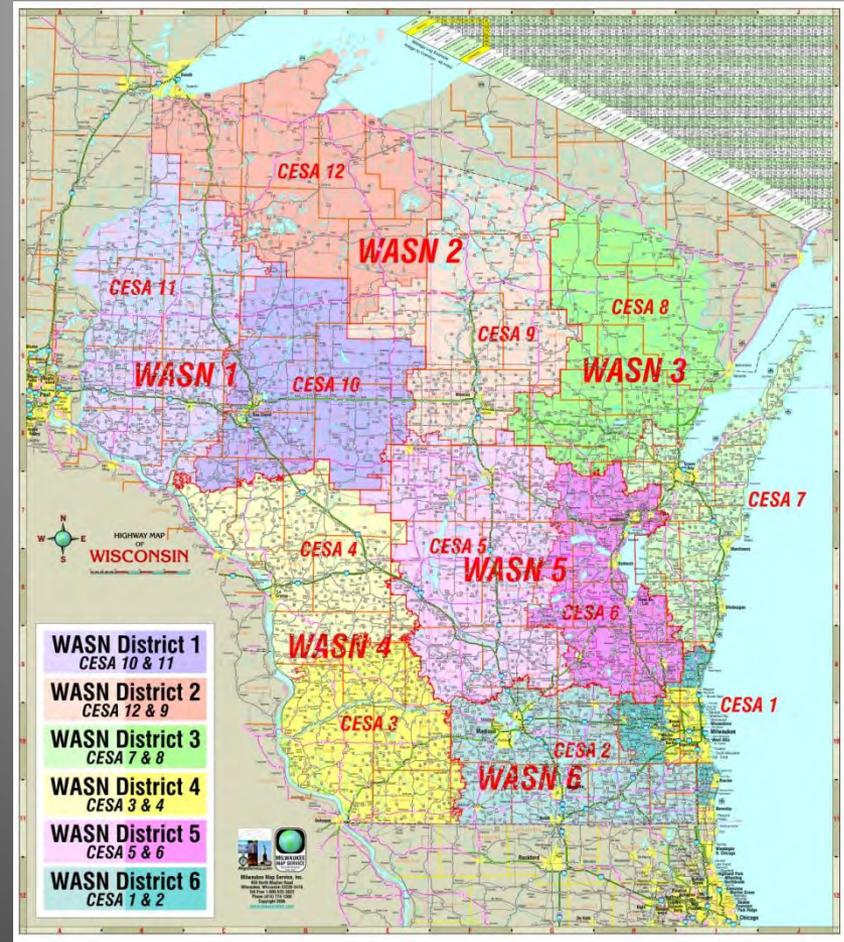
Connection and Education

Wisconsin Association of School Nurses

- District meetings
- Annual conference
 - April 22nd–24th, 2015
 - Madison, WI

National Association School Nurses

- Annual conference
 - June 24th – 27th, 2014
 - Philadelphia, PA



Resources for School Nurses

School Health Assessment Tool

- ▶ Provide school districts with a self-assessment tool focused on school health services
 - Assist districts in evaluating their school health services infrastructure
 - Assist school districts in identifying areas of greatest need so that valuable resources can be utilized more efficiently and effectively
- ▶ Assist school nurses in highlighting and articulating the complexity of services they provide to schools
- ▶ Assist school district leaders and personnel in identifying school health best practices that they could implement in their school district

https://survey.qualtrics.com/SE/?SID=SV_5ndvaQ4ebitsENT

Policies, Procedures & Best Practice

Food Allergies: Managing and Preventing Acute Reactions in the School Setting

The best practice guidelines provide school administrators, school nurses and staff with information, recommended policies, procedures and resources to ensure that students diagnosed with anaphylactic food allergies have a safe learning environment. The best practice guideline recommendations provide recommended action steps for schools and school districts.

Food Allergy Best Practice Guidelines

Medication Administration Sample Policy and Procedures

The sample medication administration policies and procedures (administrative rules) include the following:

- Delegation of medication administration
- Training for non-health care staff on medication administration
- Competency verification and documentation of non-health care staff
- Management of medication administration on field trips
- Tracking and review of medication errors
- Quality improvement activities
- Medication disposal

Administering Medications to Students Policy and Procedure

Medication Disposal Procedure

Medication Error Procedure

Staff Administration of Glucagon Policy and Procedure

Staff Administration of Non-Student Specific Epinephrine Policy

Student Self-Administration of Emergency Medications

School Nurse Procedure Website

WISHeS | Wisconsin Improving School
Health Services Project

URINARY

RESPIRATORY

DIGESTIVE

ENDOCRINE

CARDIOVASCULAR

School Nurse Procedures



Urinary



Respiratory



Digestive



Endocrine



Cardiovascular

www.wishesproject.org

Nursing Procedure

Clean Intermittent Catheterization Female

<< URINARY

Please Read

- Depending on the student's underlying health condition, their urinary anatomy may have been altered surgically so may not have the typical appearance
- For a student who has a history of intermittent catheterization there should not be any pain associated with performing the procedure

Considerations

Supplies

References

Procedure

DOWNLOAD



See Video

1. Review IHP and/or healthcare provider's orders
2. Gather equipment and place on clean surface
3. Explain the procedure to the student at her level of understanding
4. Encourage the student to assist in the procedure as much as she is able to help student learn self-care skills
5. If the student is completing procedure or assisting in procedure, have student wash hands
6. Assist student with undressing, as needed
7. Position the student
8. If student is lying on a cot/bed, place a disposal pad under the student

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6. Assist student with undressing, as needed
7. Position the student
8. If student is lying on a cot/bed, place a disposal pad under the student
9. Wash hands
10. Arrange equipment
11. Put on clean gloves
12. Lubricate the tip of the catheter with a water soluble lubricant and place on a clean surface
 - Use a generous amount of lubricant along the length of the catheter since dry catheters may cause excoriations in the urethra, leading to an entry point for bacteria contamination
13. Separate the labia (vaginal lips) and hold open with fingers
14. Wash the area with cleaning wipes, disposable wash cloth, mild soapy cotton ball or student specific cleaning supplies starting at the top of the labia moving toward the anus
15. Repeat procedure a total of 3 times, once down each side and once down the middle, using a clean cotton ball (wipe or wash cloth) each time
16. Locate the urinary meatus
17. Gently insert the catheter until there is urine
 - Helpful hint: urinary meatus is located just under the clitoris above the vaginal opening. If the catheter is inserted and there is no return of urine, leave the catheter in place and use another catheter to locate the meatus. DO NOT reintroduce the first catheter into the urinary meatus.
18. If you meet resistance try the following:
 - Rotate the catheter
 - Have the student sit or lie in a different position
 - If you are still unable to insert the catheter or the student experiences pain remove the catheter and follow up with parents/guardian and healthcare provider
19. When urine begins to flow, insert the catheter one inch further
20. When urine flow has stopped remove the catheter slowly
21. Remove gloves
22. Wash hands
23. Assist student in dressing, as needed
24. Have student wash hands
25. Put on clean gloves
26. Assess urine for cloudiness and/or foul smell
 - If present, assess student for signs of urinary tract infection:
 - fever
 - abdominal pain
 - blood in urine
 - vomiting
 - chills
27. Measure urine per healthcare provider's order
28. Discard bodily fluids and catheter per infection control procedures and school district policy

Example Procedure Text

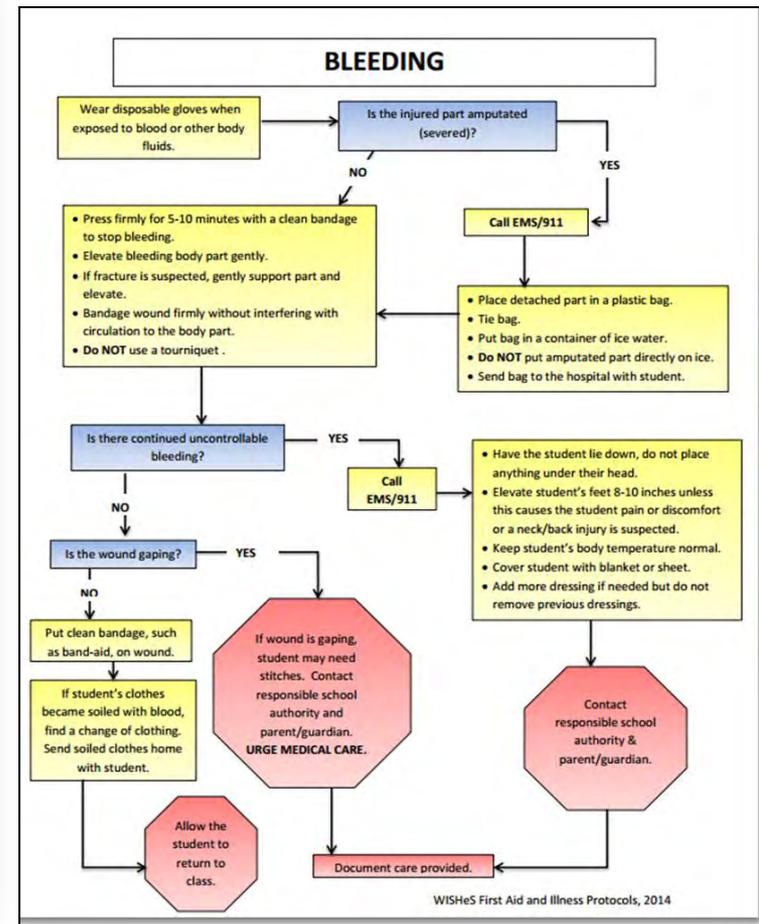
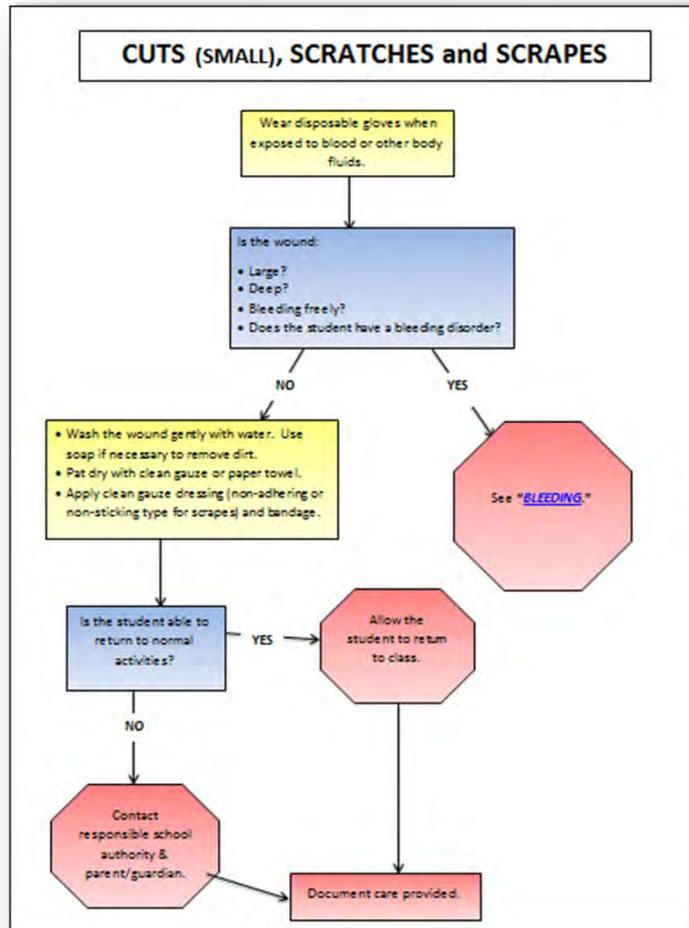
Videos

Female Catheterization Video

[<< PROCEDURE](#)



Injury and Illness Protocols



Purpose of the Protocols

- ▶ Provide school staff with step-by-step instructions on how to care for a student with an injury or illness
- ▶ Takes the “assessment” out of first aid care
- ▶ The Injury and Illness Protocols **DO NOT** require non-healthcare staff to interpret and independently decide how to manage the student’s health complaint
 - The Protocols require school staff to observe the student, ask the student questions and follow predetermined steps related to the student’s injury or illness



Medical Advisor Review

- ▶ Protocols should be reviewed yearly with district Medical Advisor
- ▶ Medical Advisor shall “sign off” and approve protocols
- ▶ Protocols are then being implemented under the direction of the Medical Advisor



ILLNESS AND INJURY PROTOCOLS

[<<WISHeS Injury and Illness Protocols](#)

Allergic Reaction

Amputation & Avulsion

Asthma & Difficulty Breathing

Back Pain

Behavioral Health Concerns

Bites

Bleeding

Blisters

Bruises

Burns

Child Abuse

Cuts, Scratches, & Scrapes

Dental Braces/Ligatures

Dental

Diabetes

Diarrhea

Ear Problem-Drainage and Earache

Ear Problem-Object in the Ear

Electric Shock

Eye Problem-Chemical in Eye

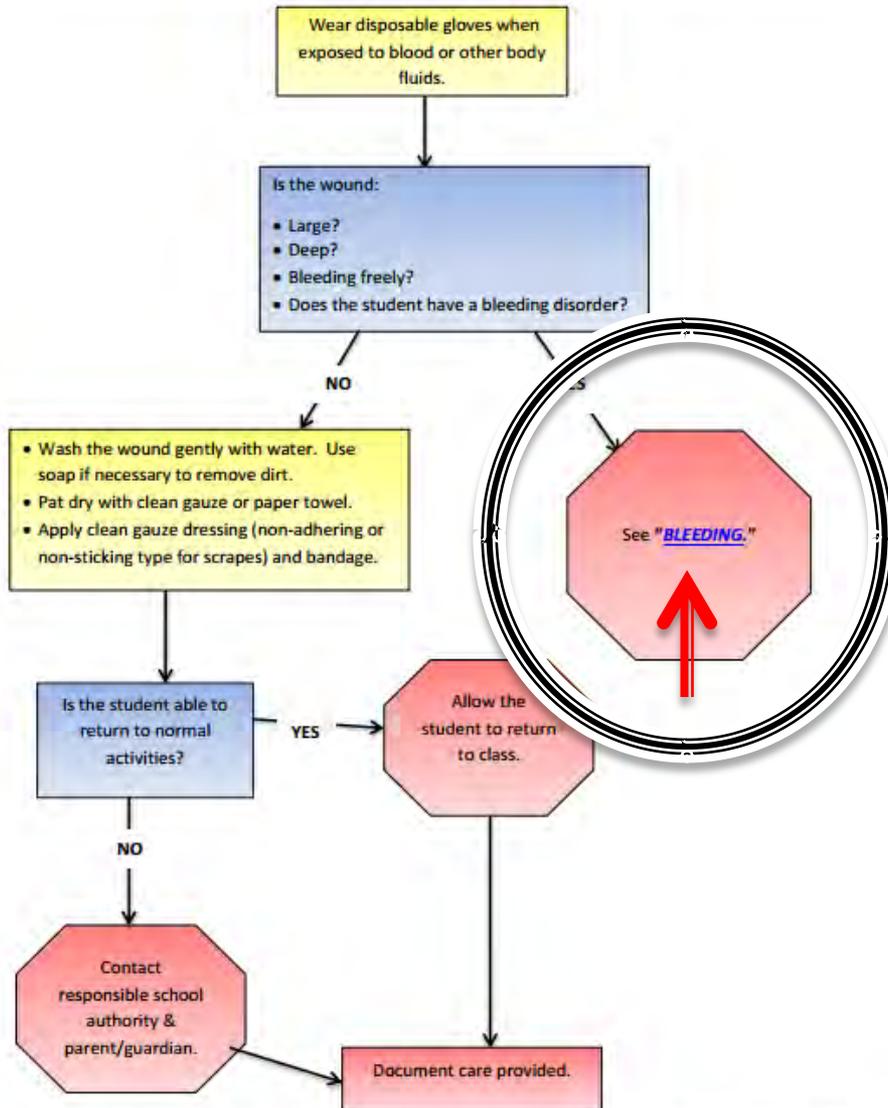
Eye Problem-Injury to Eye



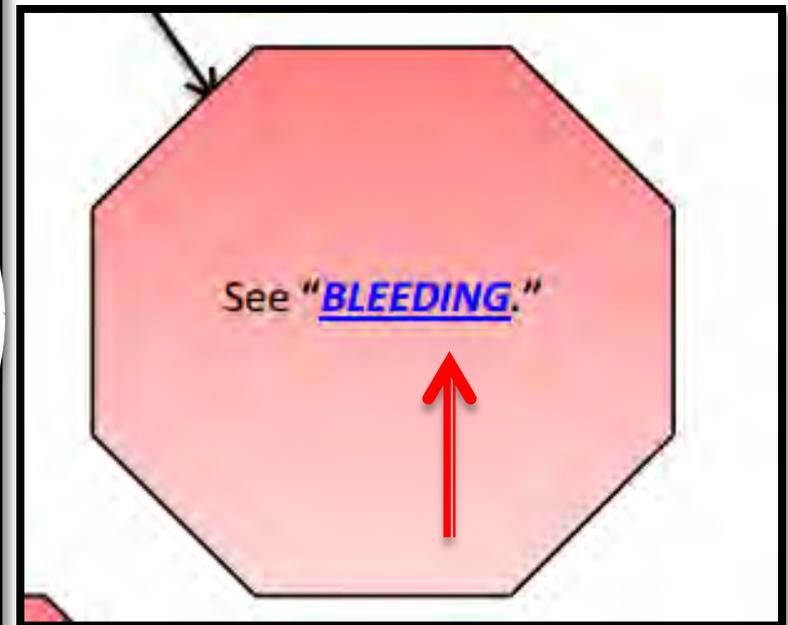
Click on needed protocol

Online Version available at:
www.wishesproject.org

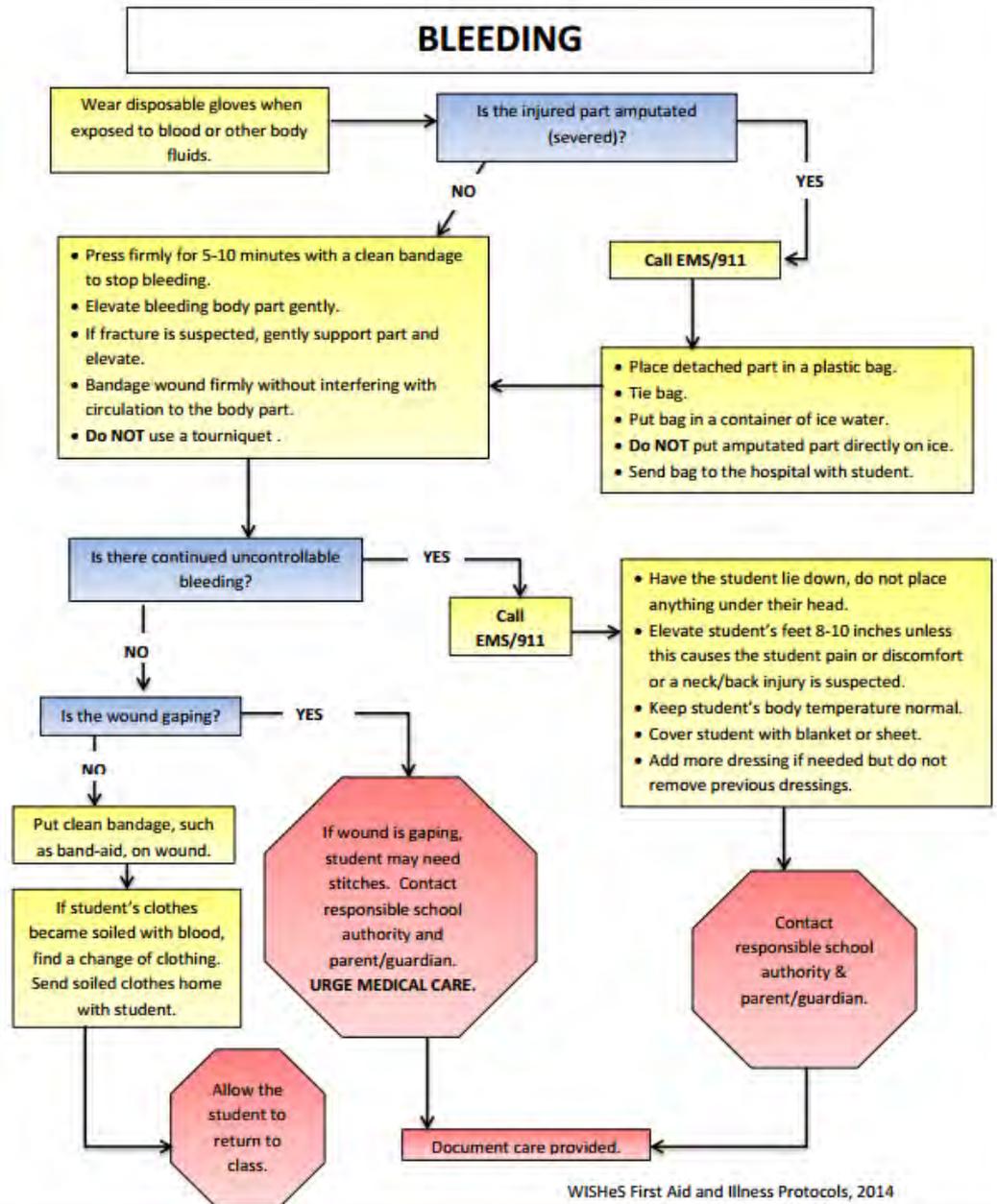
CUTS (SMALL), SCRATCHES and SCRAPES



WISHeS First Aid and Illness Protocols, 2014



Online version has "hyperlink" that when clicked goes directly to the corresponding page



Clicking on the “hyperlink” takes you right to the page

Documentation Forms

- ▶ The WISHeS Injury and Illness Protocols also have two documentation forms
 - Student Illness and Injury Form
 - This form provides areas to document the student's injury or illness complaint
 - The treatment provided
 - The disposition of the student
 - Sent home
 - Went back to class
 - Went to urgent care
 - Student Injury and First Aid Form
 - This form provides more details about the injury, how it occurred, where it occurred etc.
 - This form could be used as the schools accident reporting form

Forms can be downloaded from www.wishesproject.org

STUDENT ILLNESS/INJURY FORM

STUDENT INFORMATION

STUDENT INFORMATION			
Student Name		Date	
Date of Birth		Grade	Male Female
Check In Time		Check Out Time	

SCHOOL INFORMATION

SCHOOL INFORMATION	
School:	Principal:

ILLNESS/INJURY COMPLAINT

ILLNESS/INJURY COMPLAINT			
Allergic reaction	Diarrhea	Head injury	Stole cell
Abrasion/Scratch	Difficulty breathing	Heat illness	Sore throat
Asthma concern	Dislocation	Hypothermia/Frostnip	Splinter
Behavioral health concerns	Dizzy	Menstrual problems	Sting
Bleeding	Ear problem	Mouth/Jaw injury	Stomachache
Bite	Eye problem	Nose injury	Tick
Blister	Facial sore	Nosebleed	Toenail injury
Burn	Fainting	Not feeling well	Vomiting
Cough	Fever	Pain: _____	Other: _____
Cut/Laceration	Fingernail injury	Puncture	
Dental problem	Fracture	Rash	
Diabetes concern	Headache	Seizure	

TREATMENT PROVIDED

TREATMENT PROVIDED		
Bandaid/Bandage applied	Medication administered:	Snack given
Cool compress applied x ____ min	Notified School Nurse	Temperature checked:
Eye flushed	Parent/Guardian notified	Wound care
Fluids given	Pressure applied x ____ min	Other: _____
Heating pad applied x ____ min	Rest: ____ minutes	

ADDITIONAL CARE PROVIDED

ADDITIONAL CARE PROVIDED

DISPOSITION

DISPOSITION	
EMS/911 called	Taken to healthcare provider/clinic/hospital/urgent care
Return to class	Other: _____
Sent/Taken Home	

Signature of school staff:	Date:
----------------------------	-------

STUDENT INJURY AND FIRST AID FORM

STUDENT INFORMATION				
Student Name		Date		
Date of Birth		Grade	Male	Female
Date of Illness/ Injury		Time of illness/ injury		

SCHOOL INFORMATION	
School:	Principal:

ACCIDENT INFORMATION (CIRCLE THE APPROPRIATE CHOICE)			
Location of accident		When did accident occur?	
Athletic Field	Playground	After School	Lunch
Bus	Pool	Athletic Practice	Other _____
Cafeteria	Restroom	Athletic Team Competition	Physical Education Class
Classroom	Stairway	Before School	Recess
Gymnasium	Vocational/Shop Lab	Class Change	Unknown
Hallway	Other _____	During Class	
Parking Lot		Field Trip	

SURFACE (CIRCLE ALL THAT APPLY)		
Asphalt	Gravel	Sand
Carpet	Gymnasium floor	Snow
Concrete	Ice	Synthetic Surface
Dirt	Mat(s)	Tile
Grass	Other _____	Wood Chips/Mulch

TYPE OF INJURY (CIRCLE ALL THAT APPLY)							
Head	Jaw	Elbow	Chest/Ribs	Leg	Abrasion	Cut/Laceration	Other
Eye	Chin	Forearm	Back	Knee	Scrape	Dislocation	
Ear	Neck/Throat	Wrist	Abdomen	Ankle	Bite	Fracture	
Nose	Collarbone	Hand	Groin	Foot	Bump/Swelling	Pain/Tenderness	
Mouth/Lips	Shoulder	Finger	Genitals	Toe	Bruise	Puncture	
Tooth/Teeth	Upper Arm	Fingernail	Pelvis/Hip	Toenail	Burn/Scald	Sprain	

CONTRIBUTING FACTORS (CIRCLE ALL THAT APPLY)				
Animal Bite	Contact with Hot or Toxic Substance	Foreign Body/Object	Slipped	Unknown
Collision with Object	Drug, Alcohol or Other Substance Involved	Hit with Thrown Object	Struck by Auto, Bike, etc.	Weapon
Collision with Person	Fall	Other _____	Struck by Object (bat, swing, etc.)	
Compression/Pinch	Fighting	Overextension/Twisted	Tripped	

STUDENT INFORMATION

SCHOOL INFORMATION

ACCIDENT INFORMATION

SURFACE

TYPE OF INJURY

CONTRIBUTING FACTORS

Care of the Student with Special Healthcare Needs

The Care of the Student with Special Healthcare Needs



Is your
sound
turned on?



Menu Notes

▼ Introduction

Welcome

Meet your Guide

Navigation Help

Course Objectives

Put yourself in their shoes

Preparing to provide care

Pre-Assessment Survey

Main Topic Menu

▶ Hand Hygiene

▶ Oral Care

▶ Feeding

▶ Transfers

▶ Diapering

▶ Conclusion & Certification Checklist

References

Care of the Student with Special Healthcare Needs

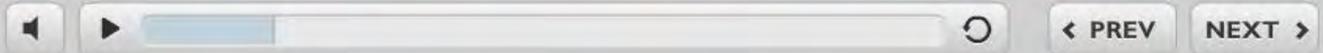
Certification Checklist | Job Aids

Help

The Care of the Student with Special Healthcare Needs



Is your
sound
turned on?



Search...



Menu Notes

- ▶ Introduction
- ▶ Main Topic Menu
- ▶ Hand Hygiene
- ▶ Oral Care
- ▶ Feeding
- ▼ Transfers
 - About
 - ▶ Preparations
 - ▶ Procedure
 - ▶ Things to Consider
 - ▶ Knowledge Check
- ▶ Diapering
- ▶ Conclusion & Certification Checklist
- ▶ References

Search... 

About

Preparations

Procedures

Things to Consider

Knowledge Check

About Transfers



◀ ▶ ↺ ◀ PREV NEXT ▶

Procedure

WISHeS Wisconsin Improving School Health Services Project

Care of the Student with Special Healthcare Needs

Certification Checklist | Job Aids Help

Procedures: 1-Person Transfer 2-Person Transfer Transfer to a Wheelchair Floor to Wheelchair Using a Walker

6. Student leans back & scoots forward

7. Student leans forward

8. Student stands

9. Move to other surface

10. Move wheelchair

Steps 1-5 Steps 6-10

Have the student lean back and extend to scoot forward out of the chair and put their feet on the floor.



The image shows a caregiver in a colorful butterfly-patterned shirt leaning over to assist a young Black student sitting in a wheelchair. The student is wearing a red shirt and red plaid pants. They are in a room with toys on a shelf in the background.

Search... ◀ PREV NEXT ▶

Procedure Video

WISHeS Wisconsin's Online Student Health Services Portal

Care of the Student with Special Healthcare Needs
Certification Checklist Job Aids

Help

About Preparations **Procedures** Things to Consider Knowledge Check

Menu Notes

- Introduction
- Main Topic Menu
- Hand Hygiene
- Oral Care
- Feeding
- Transfers
 - About
 - Preparations
 - Procedures
 - 1-Person Transfer out of Wheelchair
 - 2-Person Transfer out of Wheelchair
 - Transfer to a Wheelchair
 - 2-Person Transfer out of Wheelchair
 - Using a Walker
 - Floor to Wheelchair
 - Things to Consider
 - Knowledge Check
- Diapering
- Conclusion & Certification Checklist

Transfer to Wheelchair

Using a Walker

Time to transfer.



00:21 / 01:01

Steps 1-5 Steps 6-8

No image for this step

Search...

PREV NEXT

The video shows two individuals, one in a striped shirt and one in a blue shirt, assisting a child in a pink shirt who is sitting on a red mat on the floor. The child is positioned between the two adults, who are crouching down. A wheelchair is visible in the background. The video player interface includes a progress bar at 00:21 / 01:01 and navigation buttons for 'Steps 1-5', 'Steps 6-8', 'PREV', and 'NEXT'. A search bar is located at the bottom left, and a 'No image for this step' message is displayed at the bottom right.

Knowledge Check

WISHeS | Wisconsin Improving School Health Services Project

Care of the Student with Special Healthcare Needs

Certification Checklist | Job Aids Help

Menu | Notes

- ▶ Introduction
- ▶ Main Topic Menu
- ▶ Hand Hygiene
- ▶ Oral Care
- ▶ Feeding
- ▼ Transfers
 - About
 - ▶ Preparations
 - ▶ Procedure
 - ▶ Things to Consider
 - ▶ Knowledge Check
- ▶ Diapering
- ▶ Conclusion & Certification Checklist
- ▶ References

Search...

About | Preparations | Procedures | Things to Consider | **Knowledge Check**

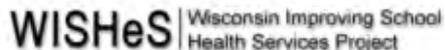
Click the area of this image showing the improper technique, then click Submit.



▶ ◀ ↻ **SUBMIT**

The Care of the Student with Special Healthcare Needs

An online course for unlicensed assistive personnel



Certification Checklist

Directions: This checklist should be completed by licensed healthcare staff (such as school nurse, physical therapist, occupational therapist, etc.) after unlicensed assistive personnel has completed the online course. To be certified to perform the procedures required by their students or duties, unlicensed staff must receive hands-on training from the licensed staff and demonstrate competence in the required procedures.

Name of unlicensed school staff: _____

Name of professional/licensed staff: _____

Procedures & Topics	Hands-on Training Complete	Competent in Procedure	Requires Further Instruction	Not Applicable
Hand Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-person transfer out of wheelchair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two-person transfer out of wheelchair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-person transfer into wheelchair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two-person transfer into wheelchair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diapering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying a Skin Barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weighing a Diaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Certification Checklist

I confirm that _____ is competent to perform the indicated procedures.

Signature of licensed staff: _____ Date: _____

Signature of unlicensed school staff: _____ Date: _____

School Nurse Blog

school nurse resources

A comprehensive site full of resources and continuing education for school nurses.

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School Nurse Blog

Asthma

Webinar: [Asthma Control: Are You Doing YOUR Part?](#)

An Update for School Nurses in School-based Asthma Management (This webinar provides school nurses with information on the six guidelines-based priority messages from the NAEPP's Guidelines Implementation Panel (GIP) Report, as well as advances in school-based asthma management and techniques to overcome barriers to controlling asthma in the school setting. Hosted by Dr. Stephen Conley, ASHA's Executive Director, the panelists include Dr. Lani Wheeler, Pediatric Asthma Specialist; Dr. Benjamin Francisco, Director of Asthma Ready® Communities; and Deborah Cook, RN, Director of Health Services, Kennett Public Schools, Missouri.)

Webinar: [Teaming up for Asthma Control](#)

(This free online training program provides school nurses with a 2-hour web-based Asthma Best Practices course utilizing the Expert Panel Report 3: Guidelines for the Diagnosis and Management of Asthma (EPR3-2007) and provides clear, evidence-based approaches for improving asthma care.)

Resource: [Asthma Resource Portal](#)

(This site contains nurse and school staff training materials and additional asthma resources.)

Webinar: [The Evolving Role of the School Nurse in Treating and Managing Childhood Asthma –At School and Home](#)

Slides from achieved webinar.

- Understand the high prevalence of asthma among children, as well as the opportunities, barriers and challenges facing school nurses charged with advancing the well-being, academic success and health of

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WISHeS: Wisconsin Improving School Health Services

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Questions

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