

School Nurse UPDATE



#8 December 1, 2022

Greetings!

I hope you all enjoyed the Thanksgiving break and holiday. I had a tremendous week of vacation spent with my children in California. I appreciate your patience as I return phone calls and emails. I know these next weeks between Thanksgiving and Winter Break are difficult for students, families, and school staff. Multiple events, extra stressors, and lowered attention spans affect the entire school community. On top of that many of you are dealing with what is termed the trifecta of respiratory illnesses this year. You might be interested in reading the latest **Weekly Respiratory Report** (p. 5). December 5-9 is [National Influenza Vaccination Week](#).

I also strongly encourage you to read the *NASN Journal of School Nursing* article on **school connectedness** (p. 7). The article is open access so even if you have not yet applied for your WASN/NASN membership through the public health workforce grant, you can still read the entire article. Besides providing guidance for school nursing practice, the statements regarding “**why are school nurses well-suited to address school connectedness**” provide succinct descriptions of the value and role of school nurses. **These statements would make good “elevator speeches.”** More on elevator speeches in Practice Points.

Under MMWR is research on **tobacco product use among middle and high school students**, this includes vaping (p. 7). Other items worth checking out as you have time are the **webinars being offered by the Asthma & Allergy Network** and the **Long COVID report** by HHS (p. 9).

Louise

FEATURED STORIES

PRACTICE POINTS – Elevator Speech

Updated DPI Webpages & Resources (DPI News)

RN/LPN Compensation (p. 7)

Head Lice Treatment Updates (NASN News)

Long COVID Webinar (p. 8)

SAVE THE DATES

DPI Consultant Office hours 12/16/22 8-8:45 AM

DiSH Session on Ketones- 12/14/22 3-4 PM

WASN Annual Conference April 26-28, 2023

NASN Conference June 30- July 3, 2023- Orlando Virtual only July 10-12, 2023

DPI News



Recently Updated DPI Webpages.

Two new webpages were added to the School Nurse Resources webpage regarding the voluntary DPI school nurse license. The link to the license application was added for ease in locating. Also added was the Pathway to Obtain Voluntary DPI School Nurse License [webpage](#).

The [Training webpage](#) was reorganized and a section specific to mental health training relevant to school nurses was added.

New Concussion Resources

[CDC Heads Up. Safe Brain. Stronger Future.](#)

[CDC HEADS UP to Schools](#)

[HEADS UP to Schools: Online Concussion Training for School Professionals](#)

Three New DPI School Mental Health Consultants Added to the DPI Student Services/Prevention and Wellness Team

As part of the [Get Kids Ahead Initiative](#), three new DPI School Mental Health Consultants have been added to the DPI Student Services/Prevention and Wellness Team. The Get Kids Ahead Initiative provides funding to public and independent charter schools in Wisconsin to help build comprehensive school mental health systems (CSMHS). All districts who opted in to this funding (over 99 percent of districts in the state) received the first allocation of funding in the spring and will be receiving a second allocation this fall.

Take a look at this [overview of CSMHS](#) to learn more about key elements of building and sustaining a CSMHS.

Please see this list of [high leverage activities](#) and links that will inspire you to design a unique plan that fits your school community.

Thank you for your commitment to meeting the mental health needs of youth in your school community. Please direct your email inquiries about using Get Kids Ahead Initiative funding or building a CSMHS to getmhs@dpi.wi.gov. The School Mental Health Consultants will also be offering office hours on Tuesdays from 8:00-8:45 a.m. Please use this [meeting link](#) to connect with them virtually during this time. Libby, Lisa, and Monica would be delighted to support you!

Three new DPI School Mental Health Consultants have been added to the DPI Student Services/Prevention and Wellness Team.

DPI News

Registration for the 2023 Youth Risk Behavior Survey (YRBS) is Now Open

Registration for the 2023 Youth Risk Behavior Survey (YRBS) is now open! Schools with students in any grades between 6-12 are encouraged to participate in this important data collection. The registration form and related information can be found on the [Conducting A YRBS](#) webpage, or you may use <https://tinyurl.com/YRBS-Registration>.

Registration will remain open until January 3. Schools can survey students anytime between January 3 and June 30, 2023. Schools are encouraged to collaborate with local health departments, CESAs, and other local stakeholders who can help coordinate local data collection efforts.

As a result of strong participation in the 2021 cycle, DPI was able to generate reports for 73 percent of all counties as well as statewide representative data. This statewide data revealed striking disparities between high-risk groups. Notably, females, students of color, LGB students, and students receiving special education services reported fewer supports and more challenges. Even so, *our sample data revealed that 33 percent and 52 percent of students statewide reported significant problems with depression and anxiety, respectively*. These figures were exacerbated for the high-risk groups, who also reported higher rates of suicidality.

Revealing these figures was only made possible by the efforts of school staff and administrators such as yourself to ensure a successful YRBS administration last cycle. As such, DPI is encouraging you to sign up for the upcoming 2023 data collection cycle so we can continue our work to identify the most pressing and often invisible challenges affecting our students.

Reminder: [2019 Wis. Act 118](#) requires districts to report seclusion and restraint data annually. *The information must be shared with your school board by October 1 and reported to DPI by December 1, 2022.* If your district has not yet submitted the information to DPI, please do so using the link sent to your district administrator. If your district did not receive the link, please contact Owen Tortora at owen.tortora@dpi.wi.gov or (608) 264-6715.

DPI Peer-to-Peer Suicide Prevention Grant

The second round Peer-to-Peer Suicide Prevention Grants are due to DPI on *Friday, December 9, at 4:30 p.m.*

Any school at which pupils attend high school grades (including public, tribal, charter, and private schools), which has not already applied in the 2022-23 school year, is eligible for this grant. Recipients of a grant under this program may use the grant funds to support an existing peer-to-peer suicide prevention program or implement a new peer-to-peer suicide prevention program. The amount of each individual grant award may not exceed \$1,000.

For more information, please visit the [Peer-to-Peer Suicide Prevention Grant webpage](#).

Call for Presentations!

Submit a proposal today to present a breakout session at the 13th Annual Prevent Suicide Wisconsin Conference: Holding Space. We'll be gathering virtually again on Zoom April 13-14, 2023.

Preconference workshops will occur on April 12. Session details TBD.

Submit proposals by January 27, 2023 at: bit.ly/3CNQkRH

DPI News

WI 21st CCLC Grant Applications Available!

The Wisconsin Department of Public Instruction (DPI) is pleased to announce that applications for Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grants are available for funding beginning in the 2023-24 school year. The 21st CCLC grant is a federal grant that funds before-school, after-school, and summer programs across the state of Wisconsin.

The purposes of the program are to:

1. Provide opportunities for academic enrichment to help students, particularly students attending low-performing schools, to meet challenging state academic standards;
2. Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students; and
3. Offer the families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Public school districts, private schools, charter schools, and community-based organizations (including faith-based organizations) targeting students enrolled in schools eligible for Title I, schoolwide programs are invited to apply.

Applications are due on or before 4:00 p.m., February 10, 2023. More information and application materials are available on the DPI's [21st CCLC Competition website](#).

****Please note, this application is intended only for new applicants or current grantees in the final year of their grant cycles. Current WI 21st CCLC programs in years 1-4 of their grant cycles SHOULD NOT participate in this competitive grant process.****

The DPI will be hosting web-based workshops to assist writers in developing grant applications. Information about the workshops are available on DPI's [21st CCLC Competition website](#). For further information, please contact [Nathan Werley](#) at 608-266-3856, [Jake Wilson](#) at 608-264-9327, or [Alison Wineberg](#) at 608-267-3751.

2022-2023 Wisconsin School Health Program Award and Coaching

We are excited to announce that in 2022, the [Wisconsin School Health Award](#) will evolve! This evolution will include a continuation of the Wisconsin School Health Award Program and an addition of the Coaching Program. This coaching opportunity will help schools identify and address health disparities present in their school environment and receive assistance in implementing their action plan.

Both programs (award and coaching) will utilize the [Registration Form](#), [Action for Healthy Kids Assessment](#), [DPI Supplemental Questions](#), and [Application](#). The Award Program will use a portfolio of evidence (attached to this newsletter) and the Coaching Program will use an [action plan template](#). All parts will be due by 12/31/22. Contact Tacara Lovings, Tacara.lovings@dpi.wi.gov with any questions!

DHS News

Respiratory Report

The [Weekly Respiratory Report](#) for the week ending on November 19, 2022 (Week 46) is now published.

Diabetes Action Plan Survey

The Wisconsin Department of Health Services is working to develop the next Diabetes Action Plan. In March 2020, Wisconsin enacted the Diabetes Care and Prevention Action Program Act, Wis. Stat. § 255.085 to assess the impact and reach of diabetes in Wisconsin. In response to this legislation, the Wisconsin Department of Health Services created the [Wisconsin Diabetes Action Plan 2021: Report to the State Legislature P-03154](#).

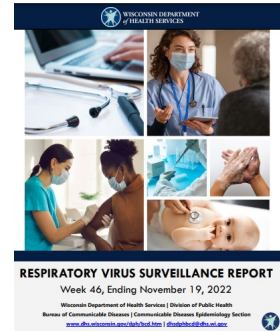
As people who work with those with diabetes, you understand the challenges and barriers people face. We want to hear from you! We invite you to help in the development of the next Diabetes Action Plan. We have created an online survey to gather your feedback regarding challenges faced by those living with or caring for those with diabetes in Wisconsin. Take our survey available in [English](#), [Spanish](#), and [Hmong](#).

Public Health Workforce Grant

The Workforce Development Grant has been provided to all 12 subrecipient CESA's statewide to support school health nursing. Allocation of funding has been made through use of publicly available data on geographic social vulnerability where the school is located, number of students to include the number of students requiring specialized care and reported number of nurses.

Schools were identified through the Department of Public Instruction directory of [public schools](#) and [private schools](#). Funding has been made available through two strategies. Strategy 1 encompasses recruitment and retention efforts to maintain school nurses in their field and recognize the valuable work that they contribute to community health daily. Strategy 2 is specific to wellness and professional development activities and aims to build a basis for school nursing in Wisconsin.

Questions on school funding and acceptable training are to be directed to your local CESAs for more information.



As people who work with those with diabetes, you understand the challenges and barriers people face. We want to hear from you! We invite you to help in the development of the next Diabetes Action Plan.

Child Safety Network

November 18th was National Injury Prevention Day

It is never too late to share or use this information. Unintentional injuries remain the [leading cause of death for youth](#) under the age of 19, so it is vital to remain aware of potential dangers during the upcoming holiday season. Incidents involving motor vehicle crashes, drowning, suffocation, and poisoning have [especially high or increased rates of death](#). Below are some recent CSN resources related to these and other injury prevention topics:

- [Child Passenger Safety \(Infographic\)](#)
- [Teen Driving Safety \(Resource Guide\)](#)
- [Child and Youth Pedestrian Safety \(Resource Guide\)](#)
- [Safe Use and Administration of Medication to Young Children \(Webinar\)](#)
- [Fire and Burn Prevention \(Resource Guide\)](#)
- [Child Safety Data for Sudden Unexpected Infant Deaths \(Data Map\)](#)
- [Disparities in U.S. Childhood and Adolescent Drowning Deaths \(Infographic\)](#)



Miscellaneous

[Wisconsin DHS puts \\$8.2 million toward school nurse work force. But is it enough?](#)

Milwaukee Journal Sentinel

The Wisconsin Department of Health Services recently announced an \$8.2 million investment to help K-12 schools across the state hire and retain school nurses. Milwaukee will receive more than \$1 million of the funds.

[BA.5 is no longer dominant in the U.S. for the first time since July, as two new subvariants take over](#)

NBC News

Two new omicron subvariants have overtaken BA.5 as the prevailing versions of the coronavirus in the U.S. [Read more.](#)

Two new omicron subvariants have overtaken BA.5 as the prevailing versions of the coronavirus in the U.S

MMWR

[Tobacco Product Use Among Middle and High School Students—United States, 2022](#)

More than 3 million (11.0%) U.S. youth reported using a commercial tobacco product in 2022, including more than 2.5 million high school and 530,000 middle school students. Approximately 1 million youth reported using any combustible tobacco product, and 960,000 reported using multiple tobacco products. E-cigarettes were the most commonly used tobacco product, and cigars were the most commonly used combustible tobacco product.

Youth use of tobacco products—in any form—is unsafe. Tobacco use continues to threaten the health of the nation’s youth and disparities in tobacco use among youth exist by race and ethnicity, sexual identity, gender identity, academic achievement, level of family affluence, and level of psychological distress. Everyone can help reduce youth tobacco use. Parents, educators, and health care providers can help youth recognize and avoid the dangers of tobacco product use, as well as support and encourage youth who use tobacco products to quit. It’s also imperative to address policy and environmental factors that are driving tobacco-related disparities.

Read the full article [here](#).

NASN News

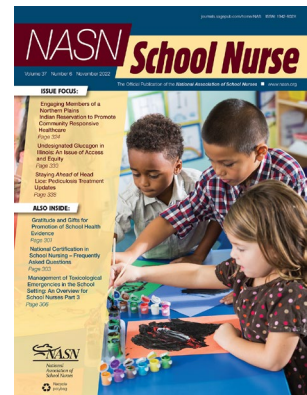
NASN School Nurse

[The November Issue of NASN School Nurse](#) offers multiple research articles, including [Staying Ahead of Head Lice: Pediculosis Treatment Updates](#), [Management of Toxicological Emergencies in the School Setting: An Overview for School Nurses Part 3](#), and more.

A subscription to [NASN School Nurse](#) is included with a [NASN membership](#).

The Role of School Connectedness in Supporting the Health and Well-Being of Youth

School nurses are well-positioned to establish and maintain school connectedness. This free-access *NASN School Nurse* article, [The Role of School Connectedness in Supporting the Health and Well-Being of Youth: Recommendations for School Nurses](#), details the importance of school connectedness and describes the associations between school connectedness, bullying, and mental health, and offers recommendations for school nurses regarding strengthening school connectedness and promoting a culture of care and inclusivity.



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Medscape Nurses



Medscape RN/LPN Compensation Report 2022

In our Medscape RN/LPN Compensation Report 2022, we surveyed 4922 US nurses (3444 RNs and 1478 LPNs) about their earnings, work environment, degrees, certifications, and supplemental income. We offer a breakdown of earnings within various categories to provide a better picture of the income potential of these major nursing specialties. [Read report.](#)

American Academy of Pediatrics Council of School Health

Firearm-Related Injuries and Deaths

The AAP offers recommendations on fire-arm related injuries and deaths in an updated policy statement, "Firearm-Related Injuries and Deaths in Children and Youth: Injury Prevention and Harm Reduction," which has been published with a technical report.

- Policy Statement: "[Firearm-Related Injuries and Deaths in Children and Youth: Injury Prevention and Harm Reduction](#)"
- Technical Report: "[Firearm-Related Injuries and Deaths in Children and Youth](#)"
- AAP News: [Firearm injury prevention: AAP updates guidance with multiple ways to reduce harm](#)

News Release: [American Academy of Pediatrics: Firearms Violence Prevention Demands a Public Safety Approach Like Regulation of Motor Vehicles](#)

We offer a breakdown of earnings within various categories to provide a better picture of the income potential of these major nursing specialties.

Asthma and Allergy Network



Upcoming Webinars & Virtual Events

For more information and to register:

<https://allergyasthmanetwork.org/allergy-asthma-webinars/>

December 1: New Studies on Long COVID-19: A Multi-System Disorder

New studies are available that look at Long COVID-19 in both adults and children. What are the biggest health issues? We'll look at how Long COVID impacts several body systems and help you understand what to do. [Register now](#). Session will be recorded.

December 7: How Can We Make Anaphylaxis Less Scary for Patients?

Chronic Cough Concerns Webinar Recording

<https://allergyasthmanetwork.org/webinars-updates/chronic-cough-concerns/>

Here are the links to the additional resources related to the topics in the webinar:

Navigating the Holidays with COVID-19, Asthma and Allergies

<https://allergyasthmanetwork.org/news/home-for-the-holidays/>

Your Stress-Free Holiday with Asthma and Allergies

<https://allergyasthmanetwork.org/news/your-best-holiday-season-ever/>

All About Asthma

<https://allergyasthmanetwork.org/what-is-asthma/>

HHS.gov

Health+ Long COVID Report

The [Health+ Long COVID Report - PDF](#) brings the experiences of people with Long COVID to the forefront in defining solutions. The work includes patient archetypes, journey maps, and opportunity areas for action. The insights from this report will focus attention and interventions in areas that matter the most to the community, as articulated by patients and those with first-hand, lived experience with Long COVID.

New studies are available that look at Long COVID-19 in both adults and children. What are the biggest health issues? We'll look at how Long COVID impacts several body systems and help you understand what to do.

Wisconsin Asthma Coalition

Wisconsin Asthma Coalition School Walkthrough Program

All children deserve to live, play, and learn in a healthy environment. Asthma is one of the most common causes of school absenteeism, but we can change that. Our school walkthrough program addresses the most common environmental asthma triggers found in school buildings. The walkthrough is a **free** service that can be completed virtually or on-site. We look at classroom environments, identify asthma triggers and provide low or no-cost solutions to eliminate those triggers.

Because our walkthroughs reduce exposure to environmental asthma triggers, they are a helpful way to decrease asthma symptoms in children, increase ability to learn and support academic success. [Click here](#) to schedule a free virtual or on-site walkthrough of your school. Let's work together to make your building healthier for everyone.

For more information, call Carissa Hoium at 414.337.4569 or visit: <https://www.chawisconsin.org/initiatives/asthma/walkthrough-programs/>

American Academy of Pediatrics - HealthyChildren.Org

Featured Article of the Month: RSV: When It's More Than Just a Cold

Cases of RSV remain high across most of the US. Help parents recognize the signs of RSV and learn who is at a higher risk for severe RSV when you share this important article, available in [English](#) and [Spanish](#).



Asthma is one of the most common causes of school absenteeism, but we can change that.

Practice Points

By Louise Wilson

Elevator Speech

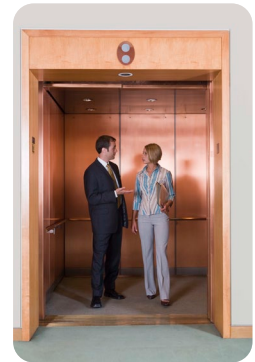
Chances are if you have ever attended WASN or NASN conferences or read articles in *NASN School Nurse*, you are familiar with the term “elevator speech.” Having at the tip of your tongue a 1-2-minute statement to describe what you do as a school nurse to promote the health and education of students has been promoted by NASN for several years. Elevator rides usually last 1-2 minutes, thus the term. When I served on NASN’s board of directors we were encouraged to write out and practice such statements. I’ve heard many stories of school nurse leaders sharing their messages as they sat in airports or rode subways and the impact those conversations had.

Such elevator speeches can also be used when communicating with school administrators, school boards, and state and national legislators. The statements are intended to concisely communicate the school nurse role and value to the educational and health systems. Such a statement addresses the questions “what does a school nurse do?” and “why do schools (students) need school nurses (or school health services)”?

Several times over the past few years I have created short statements regarding the value of school nursing to students, their families, and their communities. For School Nurse Day 2021 I made a flyer with such a statement. Recently, I created one for a document my pupil services colleagues and I are writing to describe the roles of the different disciplines in addressing the mental health needs of students. I’ve also written a short statement to describe my role as the state consultant.

I encourage school nurses to consider writing their own elevator speech. Doing so prepares you to provide those with little knowledge of school nursing services with enough information to understand the importance of your role. You never know when you might have a chance to educate and influence others’ opinion.

An elevator speech is different than quoting your job description. If you are wondering where to start or where to get “inspiration” I suggest first looking at [NASN’s position statements](#), [School Health Services Team: Supporting Student Outcomes](#), [Student Access to School Nursing Services](#), [Healthy Communities - The Role of the School Nurse](#), and [The Behavioral Health and Wellness of Students](#) are particularly useful position statements.



The statements are intended to concisely communicate your role and value to the educational and health systems. Such a statement addresses the questions “what does a school nurse do?” and “why do schools (students) need school nurses (or school health services)?”

You could begin with... *As a School Nurse I support the physical and mental health and educational success of children and youth by providing the link between health and learning...*

Remember to emphasize your role. Use "I" statements. Now is the time to tout your qualifications and skill set. Repeatedly I have been instructed not to say, "I just." You did not "just" save a student's life! *"I saved the student's life by rapidly assessing the student was in anaphylaxis and responding immediately because of my knowledge and skill as a registered nurse." "The stocked emergency epinephrine used to save the student's life was available due to my advocacy in writing and approving a board policy and my work over the past year to obtain the auto-injector and standing order."*

Here is an example of one elevator speech I could give based on my past experiences and current role as the state School Nurse/Health Services Consultant. "Why does DPI have a state school nurse consultant?"

I provide state-wide leadership in the areas of school health, students' physical and mental health, school nursing, and student health services in general. I am responsible for state- level policy development, resource development, and informing legislation in the areas of nursing practice, health promotion and wellness. In addition, I provide consultation and technical assistance to school personnel, community providers and family members regarding the provision of school health. My expertise derives from 29 years of school nursing experience at the local, state, and national levels.

School nurses need support because they provide health care in a non-medical setting. School nurses provide health care to remove barriers to students attending school or classes. They work to make sure that students are pain free, able to breathe, can concentrate, have stable blood sugars, and are fed. For example, students receiving their nutrition via G-tube feedings require school nurses to train school staff and delegate nursing care because in Wisconsin school nurses often support students in multiple buildings or are only hired part-time.

Students experience panic/anxiety attacks and threaten and make suicide attempts while at school. Students report physical and sexual abuse. Students act out behaviorally. In these and other situations school nurses collaborate with Pupil Personnel Services (PPS) team members and administration; provide individual counseling and interventions; make referrals to outside providers; initiate safety plans; provide physical assessments and first aid for behaviors such as cutting, medication overdosing, and suspected physical abuse; and provide medication management.



Remember to emphasize your role. Use "I" statements. Now is the time to tout your qualifications and skill set.

School nurses are increasingly being called upon to assist students, families and private health care providers manage the student's chronic health condition. This might mean coordinating return from inpatient hospitalization for surgeries, illnesses, accidents, or mental health issues. It also involves coordinating with teachers and possibly coaches regarding concussions sustained at home, school, or in athletics. School nurses often provide physical assessments, health counseling, attendance monitoring, and feedback to families and health care providers for these students. Student Health Services is not band-aids and head lice!

I feel honored to advocate for, supply resources to, and support our Wisconsin School Nurses who in turn support the academic success of our students by keeping students alive, safe, in school, and ready to learn.

All that can be communicated in less than 2 minutes whenever I have the ear of someone who asks, "what do you do?" I may never know the impact of my elevator speech, but at least I am ready to deliver it!



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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>



December 2022 Wisconsin Department of Public Instruction

The Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability.

2022-2023 Wisconsin School Health Program Award Portfolio

Detail below evidence of success within each component of the Whole School, Whole Community, Whole Child Model. Provide links, documentation, screenshots and other evidence to support your success.

WSCC Component	Evidence
Physical education and physical activity	
Nutrition environment and services	
Health education	
Social and emotional climate	
Physical environment	
Health services	
Counseling, psychological and social services	
Employee wellness	
Community involvement	
Family engagement	

Resources

- [CDC: Whole School, Whole Community, Whole Child](#)
- [Action for Healthy Kids Resource Library](#)

Wisconsin Asthma Coalition School Walkthrough Program

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