

School Nurse UPDATE

FEATURED STORIES

PRACTICE POINTS -What Does Evidenced-Based Practice Have to Do With Me?

BON Public Hearing on Delegation (p.4)

Helping Children with ADHD (p.10)

Summer SN Course for ADNs (p 17)

SAVE THE DATES

DPI Consultant Office hours
4/19/24 9-9:45 AM
5/14/24 2-2:45 PM
5/17/24 9-9;45 AM

WASN Annual Conference
April 29- May 1, 2024.
Registration now open.

Professional Risk
Management- Licensure and
Malpractice Issues Webinar
5/7/2024 4-5 PM

School Nurse Summer
Institute 8/5/2024

New School Nurse
Orientation October 10-11,
2024 Stevens Point



#9 April 18, 2024

Greetings!

Excitement builds for the Wisconsin Association of School Nurses' (WASN) Conference! **There are still free registrations available for this important professional development and networking opportunity (p. 12).** Information on the National Association of School Nurses' (NASN) conference is also included in this Update (p. 11) . It will be years before the national conference will be this close to Wisconsin (Chicago). The last time the NASN conference was in Chicago was 2010. In my opinion it should be the goal of every school nurse to attend at least one national school nurse conference. Your perspective, practice, and professionalism will forever be changed!

I provide networking opportunities during my DPI consultant office hours. WASN Districts and CESA districts do the same. Networking in person and hearing from school nurse experts and other experts in their profession is invaluable. At the WASN preconference I am joined by two other school nurse experts to discuss myths in school nursing and how to determine what really is "best practice" in school health. This is difficult for school nurses who practice so independently and are surrounded by non-healthcare staff. PRACTICE POINTS is an appetizer for this session.

April 27th is **Drug Take Back Day** (p.9). April is **Child Abuse Prevention Month** (p. 19), **Deaf History Month** (p.7), **Month of the Military Child** (p. 8), and **Autism Acceptance Month** (p. 6). DPI News is full of **legislative updates and mental health resources** for school including **suicide prevention curriculum for elementary aged students.**

National School Nurse Day is celebrated May 8th. This is before the May newsletter is published. See the [DPI's proclamation](#) and attached flyer to help promote this special recognition. Also see NASN's resources (p. 12).

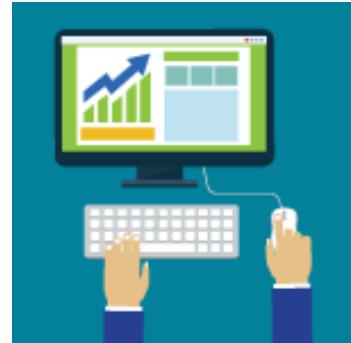
Louise

DPI supports best practices/evidence-based resources but does not vet or endorse products/services. User is responsible to evaluate the resource and how it meets local needs.

DPI News

2023-2024 School Health Services Survey is Now Open

The 2023-2024 School Health Services Survey is now open. School nurses or designated district staff may submit 2023-2024 data to this voluntary survey until **August 15, 2024**. The survey with instructions can be accessed on the [School Nurse Data Collection webpage](#).



The DPI state School Nursing/Health Services Consultant along with Every Student Counts data champion, Andrea Taylor, are hosting webinars to help answer questions and encourage school nurses to submit data. The first webinar was held April 5th. The next webinars will be held:

Monday May 20, 2024 3:00-3:45 PM
Monday June 3, 2024 3:00-3:45 PM
Thursday June 6, 2024 1:00-1:45 PM

Links to the meetings are sent out before each meeting.

Legislative Recaps

- Governor Evers vetoed [AB-377 School Sports Participants](#) (Dittrich, Barbara) Designating athletic sports and teams operated or sponsored by public schools or private schools participating in a parental choice program based on the sex of the participants. *Vetoed* ([Link](#))
- On April 1, DHS submitted its [opioid settlement plan](#) to Joint Finance Committee (JFC). The plan, covering FY25, proposes allocating funding across prevention, harm reduction, treatment and recovery efforts (including \$5 million for community, education and after-school prevention; \$5 million for family support and resource centers). The plan is now in a “passive review period” where JFC reviews the plan. Any member of JFC can object to the plan (anonymously), which would then allow JFC to make changes to the plan and pass their own version. If no objection is raised, the DHS plan can move forward.
- Gov. Tony Evers announced that the United States Department of Agriculture’s (USDA) [Food and Nutrition Service](#) has approved Wisconsin’s plan for the Summer Electronic Benefit Transfer (EBT) program to help families feed kids over the summer months. Wisconsin is the first in the nation to receive this federal approval. Created by the U.S. Congress, the Summer EBT program is based on similar efforts used during the coronavirus pandemic to address food insecurity for kids.

More information about the program will be shared with schools and families in the coming weeks as DHS, DCF, and DPI coordinate to implement the newly approved plan.

To stay up to date on the program, visit the [Summer EBT: Food Benefits for Eligible Children During the Summer Months](#) page on the DHS website.

DPI News

DPI School Nurse Consultant Attends Bill Signings

DPI's State School Nurse Consultant provided public testimony on several bills this legislative session. Not all bills were enacted, or passed with the language DPI supported. The following school health related bills were signed into law on April 5, 2024.

[Senate Bill 447](#), now 2023 Wisconsin Act 193:

- Allows undesignated glucagon, used to treat individuals with known Type 1 diabetes, to be prescribed by a physician, advanced nurse prescriber, or physician assistant to a school district or public school, independent charter school, private school, or Tribal school in the name of the school rather than a specific pupil;
- Enables the governing body of a school to authorize certain school personnel to administer the glucagon rescue therapy to a pupil on school premises or at a school-sponsored activity if the pupil's prescribed glucagon is not available on-site or has expired;
- Specifies that school personnel must report administration of undesignated glucagon as soon as practicable by calling "911" or the number of an emergency medical provider if "911" is unavailable. School personnel must notify the school nurse; the parent, guardian, or emergency contact of the pupil; and the pupil's health provider if known; and
- Grants civil liability immunity to a school and its school personnel, a physician, an advanced practice nurse prescriber, or a physician assistant who provides a prescription or standing order for undesignated glucagon for injuries that occur as a result of administration of undesignated glucagon, unless the injury is the result of gross negligence or willful or wanton misconduct.

[Assembly Bill 223](#), now 2023 Wisconsin Act 194:

- Provides civil immunity for schools and school personnel for administering an opioid antagonist in a school setting; and
- Specifies that this civil immunity exists regardless of whether a student's parent, guardian, or medical provider gave authorization. However, this civil immunity would not apply if an injury is the result of gross negligence or willful or wanton misconduct of the administering entity or person.

[Assembly Bill 914](#), now 2023 Wisconsin Act 195:

- Allows schools to adopt a plan for management of pupils who have asthma to administer a short-acting bronchodilator to a pupil; and
- Allows a prescription for a short-acting bronchodilator to be issued in the name of a school and grants immunity from civil liability to designated personnel.



DPI News

Board of Nursing to Hold Public Hearing on Change to Definition of Delegation

The Proposed Order is published to the legislative website ([CR 24-031 Rule Text.](#)) The Board of Nursing did not add delegation to the scope and practice of Licensed Practical Nurses (LPN) . They did add a definition of unlicensed assistive personnel (UAP) and indicated Registered Nurses (RN) may delegate to both LPNs and UAPs. The definition of provider would no longer list those providers from whom school nurses, RNs or LPNs may accept medical orders. Instead, the proposed language is “ (10m) “Provider” means any licensed professional who is legally authorized to delegate acts within the scope of their practice.” See the linked document on how you may provide public comment before the public hearing on May 9, 2024.

Certified Student Data, Now Available on DPI’s WISEdash Public Portal

Update includes 2022-23 graduation, attendance rates, and 2023-24 certified enrollment data.

The Data Warehouse and Decision Support team (DWDS)--in conjunction with its many program area and data steward partners across the agency--has published updated student enrollment and outcome data which is now available on its [WISEdash Public Portal](#).

The information published includes 2023-24 certified enrollment data for public and private schools and certified data on public school graduation rates, attendance and absenteeism, career and technical education participation, and more for the 2022-23 school year. Each year, all Wisconsin public school districts and independent charter schools collect information about their students, staff, and courses based on federal and state reporting requirements. These datasets are submitted to the DPI and are stored and linked in a data warehouse. The DPI's WISEdash Public Portal uses dashboards--visual collections of graphs and tables-- to provide multi-year educational data about Wisconsin schools and students. Data on the portal are redacted and available by school, district, or state. Data can be displayed for multiple years and can also be grouped and filtered by a variety of demographics, including grade level, gender, race/ethnicity, economic status, disability, English proficiency, and migrant status.



The definition of provider would no longer list those providers from whom school nurses, RNs or LPNs may accept medical orders.

DPI News



NEW DPI Trauma Sensitive Schools Resources

Are you looking for specific practices, action steps, and mindsets to guide trauma sensitive schools (TSS) work in your school, district, or organization? Check out DPI's newly-released TSS implementation stories! This video series features educators and regional partners who are leading TSS work in their schools, districts, and regions. Visit [DPI's TSS webpage](#) to view these videos and learn more.

In addition, DPI's newly-updated [TSS Training and Technical Assistance webpage](#) features individual and school/district-wide TSS professional development and training opportunities. These trainings include CESA Trauma Sensitive Schools Leads, the TRAIN-WI project (which provides training in Bruce Perry's Neurosequential Model in Education), Daniel Educational Services, Wellpoint Care Network, and the Wisconsin Safe and Healthy Schools (WISH) Center. If you are interested in free, self-paced TSS professional development, check out [DPI's TSS module series!](#)

The New DPI Suicide Prevention Curriculum is now Available for K - 12 Schools!

DPI's suicide prevention curriculum for grades 3–5, 6–8, and 9–12 is now available on the [suicide prevention webpage](#). The curriculum is skill-based and addresses the [WI Health Standards \(WI\)](#), [Mental and Emotional Health Standards \(MEH\)](#), [Healthy Behavior Outcomes \(HBO\)](#), as well as connecting to the American School Counselor Association [ASCA Mindsets & Behaviors](#).

The suicide prevention curriculum is provided to support schools in meeting the [PI 8.01\(2\)\(j\)1](#) requirement that schools must educate students on suicide prevention in health education. DPI's curriculum includes instruction on the educational goals and expectations set forth in Wisconsin State Statute ([WI 118.01](#)). The suicide prevention curriculum selected and implemented by schools must instruct on "the skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils."

Curriculum implementation trainings are available for professionals implementing or supporting suicide prevention instruction. Participants will learn about and interact with the newly developed DPI Suicide Prevention Curriculum for elementary, middle, and high school, along with best practices for implementation and resources available to support suicide prevention. Training is voluntary with eight opportunities across the state to participate this spring and summer. The training [flyer](#) provides detailed information on dates, locations, and costs. Reach out to the site contact for registration and event questions.

Contact Andréa Donegan, andrea.donegan@dpi.wi.gov, for questions specific to the suicide prevention curriculum and implementation.

DPI News

April is Autism Acceptance Month

In honor of Autism Acceptance Month, the Autism Society of America's theme is #CelebrateDifferences and wants to acknowledge the various experiences within the Autism community. April is a time to celebrate all of those differences as we recognize the importance of building inclusive schools and workplaces with equal opportunities for all. There are many opportunities in Wisconsin to learn about Autism including DPI grant funded resources as well as statewide family support and advocacy groups supporting people with neurodiverse needs.

- The Supporting Neurodiverse Students (SNS) Professional Learning System is designed to support educators serving students with individualized education programs in the area of social and emotional learning. There are still learning opportunities available for spring 2024. For additional information on in-person trainings, quick videos, interactive self-guided modules, and virtual cohorts, please visit the [SNS webpage](#).
- Wisconsin is home to several Autism Societies, who are offering Autism Acceptance Month activities and events. Several of the activities can be found on the [Autism Society of Southeastern Wisconsin Autism Acceptance Month webpage](#). Additional ways to promote inclusion in our communities and practice acceptance in everyday life can be found on the [Autism Society of Greater Wisconsin Autism Acceptance Month webpage](#) and the events page on the [Autism Society of South Central Wisconsin webpage](#).

April 2, 2024, was Autism Acceptance Day. An event was held in the Senate Panel at the Capitol in Madison and included a panel of Autistic speakers and family members who shared their stories and discussed policy issues affecting individuals with Autism and their families in Wisconsin. Governor Ever's official proclamation can be found on the [Governor's Proclamation of Autism Acceptance Month](#) Proclamation.

Shortened School Day Bulletin (Replaces Bulletin 14.03)

Shortening the school day of a student with a disability creates significant barriers to providing a free, appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). It is not appropriate to shorten the school day for a student with a disability unless the student's Individualized Education Program (IEP) team determines a shortened day is required to address the student's unique, disability-related needs. Before deciding to shorten the student's day, the IEP team must consider if there are other ways to meet the student's needs, including providing additional supports and services. The department has revised the [shortened day bulletin](#) to address questions and provide guidance in this area.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

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DPI News

Bringing Awareness to Deaf History Month

Deaf History Month, observed annually in April, stands as a significant period to spotlight the experiences, achievements, and ongoing challenges faced by the deaf and hard-of-hearing community within the United States. While not officially recognized as a federal holiday, “yet” it serves as a reminder to acknowledge and honor the invaluable contributions of deaf individuals throughout American history and contemporary society.

How Deaf History Month Began

The roots of Deaf History Month delve deep into pivotal moments and institutions central to the advancement of deaf education and advocacy. One landmark event was the 'Deaf President Now' (DPN) Movement, which culminated on March 13, 1988, with the appointment of Dr. I. King Jordan as the first deaf president of Gallaudet University. Founded on April 8, 1864, Gallaudet University remains the sole higher education institution exclusively catering to deaf and hard-of-hearing students, with its establishment endorsed by President Abraham Lincoln. Named after Thomas Hopkins Gallaudet, a well-respected figure in deaf education, the university symbolizes a beacon of equitable practices and inclusivity. Further back in history, the American School for the Deaf (ASD) in West Hartford, Connecticut, founded on April 15, 1817, marked the inception of formalized education for the deaf in the United States. This institution laid the groundwork for future advancements in deaf education and empowerment.

Deaf History Month can be traced to a grassroots initiative by deaf employees at the Dr. Martin Luther King Jr. Memorial Library in Washington D.C. These individuals, on March 13, 1996, taught sign language to their colleagues, sparking a movement toward increased deaf awareness. Alice Hagemeyer, a deaf librarian and advocate who spearheaded the initiative, also established the Friends of Libraries for Deaf Action (FOLDA). Inspired by these efforts, the library management initiated Deaf Awareness Week in 1997.

In recognition of the significance of these initiatives, the American Library Association (ALA) and the National Association of the Deaf (NAD) formalized the celebration, designating March 13 to April 15 annually as Deaf History Month in 2006. This nationwide observance aims to amplify the voices and experiences of the deaf community while fostering understanding and inclusion. Advocacy organizations, including ALA and NAD, persist in their efforts to secure federal recognition of Deaf History Month, advocating for a proclamation by the White House or Congress.

In a recent development, the National Association of the Deaf (NAD) extended the duration of Deaf History Month to encompass the entire month of April in 2022, signaling a significant expansion of the celebratory period. This extension reflects a continued commitment to amplifying awareness and recognition of deaf culture, heritage, and achievements throughout the nation.

Resources

[Gallaudet University](#)

[World Federation of the Deaf](#)

[International Week of the Deaf](#)

DPI News

Honoring the Strength and Resilience of Military Children in April

In honor of the unique challenges and contributions of military children, April is designated as Month of the Military Child. Over 1.6 million military children make sacrifices, experience numerous transitions, demonstrate resilience, overcome barriers, and make a positive impact. Military children lead lives that are often filled with change, frequent moves, deployments of loved ones, and the demands of military life. They display remarkable courage, adaptability, and strength.

The state of Wisconsin is dedicated to supporting and ensuring equitable access to educational opportunities for our military children. [State Superintendent Dr. Jill Underly](#) and [Governor Tony Evers](#) have proclaimed April as Month of the Military Child. Through the legislature ([Wis. Stat. § 14.91](#)), Wisconsin participates in the Interstate Compact on Educational Opportunity for Military Children. The Interstate Compact is an agreement among states to support the seamless educational transition of military children as they move from one state to another. It addresses key educational challenges faced by military-connected children, such as enrollment, eligibility, placement, and graduation requirements. The compact aims to ensure that these children receive the same high-quality education and support services, regardless of where they live due to their parents' military service.

As we celebrate our military children, we can show appreciation with a kind word to make them feel welcome and included, a helping hand to overcome an obstacle, a simple gesture of gratitude for their sacrifice, and learning more about ensuring equitable opportunities for military children as set forth in [Wis. Stat. § 115.997](#).

Resources to support our military students and celebrate April Month of the Military Child can be found on [DPI's webpage](#).

2024 Best Practices in Health and Physical Education Conference

Registration is now open for the upcoming [Best Practices in Health & Physical Education Conference](#) taking place July 17 to July 19, 2024, at the Holiday Inn Convention Center in Stevens Point, Wisconsin! Scholarships are still available for those in need ([Scholarship Application Form](#))

The Best Practices in Health and Physical Education Conference is designed for physical education and health educators with a focus on best practices in curriculum development and delivery. This conference is designed to:

- Develop skills to enhance the ability to excite young people about their health and wellness.
- Incorporate teaching strategies to improve instructional practice in the field of health and physical education.
- Incorporate cutting-edge techniques on ways to connect health, physical activity, and overall wellness into daily life

DHS News

Respiratory Report

[The Weekly Respiratory Report](#) is available and updated bi-weekly

Drug Take Back Day: April 27, 2024

Too often, unused and unwanted medications find their way into the wrong hands. That's dangerous and often tragic. Bringing unused and expired medications to a Drug Take Back Day collection site protects you, your family, and your community.



The next Drug Take Back Day is April 27, 2024. [Find an event near you.](#)

The DHS website features an interactive map of event locations. There is a spreadsheet on the DHS website with the same data if you are unable to access the interactive map.

Wisconsin leads the nation every year in safe drug disposal.

Promote Drug Take Back Day in your community. [See the social media shareables and more.](#)

Drug Take Back Day is sponsored by the Wisconsin Department of Justice, with support from the DHS Division of Public Health and the DHS Division of Care and Treatment Services.

Join Us for a Naloxone Action Planning Meeting

Naloxone distribution is an essential intervention to prevent fatal opioid-involved overdoses. This free event will explain the why and how to reach the goal of naloxone saturation in Wisconsin. Naloxone saturation is achieved when there is sustainable and equitable access to naloxone for distribution to people who use drugs and people who may witness an opioid overdose.

May 14, 2024

8:30 a.m. to 12:30 p.m.

Virtual (WebEx)

All people interested in learning how to improve naloxone distribution in their communities are invited to participate.

Registration is required. The registration deadline is May 14.

[Learn more about this event and register today.](#)

Bringing unused and expired medications to a Drug Take Back Day collection site protects you, your family, and your community.



DHS News

Messaging for Young Adults Aged Out of BadgerCare Plus

The Wisconsin Department of Health Services Division of Medicaid Services recently developed targeted messaging for young adults who may have aged out of BadgerCare Plus for children. The goal is to help young adults be informed about other healthcare options they may have available.

This flyer was created, [BadgerCare Plus and Wisconsin Medicaid - Turning 19? Get Covered](#) and it is available in English, Spanish, and Hmong. Other Young Adult materials are available in the 'Kids and Families' section in our [Partner Toolkit](#). The new materials include social media messaging, posters, and a flyer.

U.S Department of Health & Human Services

Helping Children With ADHD

School can present challenges for many children with attention-deficit/hyperactivity disorder (ADHD). To help your child with ADHD succeed in school, learn about the resources available for parents. [Learn more.](#)

American Academy of Pediatrics

Lessons Learned During the COVID-19 Pandemic

The AAP and its members played a critical and leading role in addressing the needs of infants, children, and adolescents during the COVID-19 pandemic. With the declaration of *COVID-19 Recovery and Disaster Readiness* as a strategic priority by the AAP Board of Directors in late 2022, the AAP pursued the development of a manuscript to document the experiences and lessons learned through the AAP COVID-19 response. [Successes and Lessons Learned in Responding to the Needs of Pediatricians, Children, and Families During the COVID-19 Pandemic](#) is now available online in *Pediatrics*.

NASN News



NASN2024 Conference in Chicago This Year

Join us for our annual In-Person and Virtual educational conference, NASN2024 Stronger Together, with [three registration options](#) to meet your needs.

Remember, the best rate is available now—[REGISTER](#) by May 1 to secure your spot.

Why should you should attend this conference? This year's exceptional learning event provides new content highlighting our collaborative power, offering sessions presented or co-presented by experienced school nurses, and diversity, equity, and inclusion are integrated into each discussion to ensure a comprehensive exploration of relevant topics.

The [Justification Toolkit](#) contains more reasons to attend face-to-face, virtually or both. It also includes a [customizable template letter](#) to share with administrators or employers to articulate the value of your attendance.

Safe and Supportive Learning Environments for Students with Asthma

Asthma is a leading chronic illness among children and adolescents, with a higher incidence in African-American students and other students of color, and one of the top causes of school absenteeism. Asthma-friendly schools are those that make the effort to create safe and supportive learning environments for students with asthma. [Visit NASN's asthma page](#) to find resources for school nurses, including the PCORI Symptom-based Adjustment of Inhaled Steroid Therapy Study (The ASIST Study) for Mild Asthma: [School Nurse Implementation Guidance](#).

Join us in Chicago at [In-Person NASN2024](#) for the *School-Based Environmental Management of Asthma: Strategies and Health Equity Implications* session with speakers Christy Haas-Howard and NASN's Karen Graf. This session will equip the school nurse to create school environments that minimize asthma triggers and other barriers to living well with asthma.

Can't make it to In-Person? No problem. The [Virtual NASN2024](#) session *Equity and Collaboration—The Keys to Asthma Control*, with speakers Ann Nichols and Lynne Meadows, covers treatment options that may simplify asthma management for families and address related health inequities experienced by some families.

“In my opinion it should be the goal of every school nurse to attend at least one national school nurse conference. Your perspective, practice, and professionalism will forever be changed!” Louise Wilson, MS, BSN, RN, LSN, NCSN

NASN News



Celebrating School Nurse Day

NASN has created a virtual toolkit for you to use to promote and celebrate National School Nurse Day on May 8, 2024:

- Display [this poster](#) at your school to celebrate the
- leaders who advocate for quality student-centered care.
- Share [messages](#) and [images](#) on your social media, including the hashtag #SND2024!
- Use the [National Proclamation](#) to request public recognition from government officials.

Visit schoolnurseday.org to learn more.

April is National Minority Health Month

This National Minority Health Month, the HHS Office of Minority Health encourages everyone to *Be the Source For Better Health* for racial and ethnic minority populations. Visit the [National Minority Health Month 2024 website](#) to find resources, social media messages, graphics, and information on how to take action to end the health disparities that persist among racial and ethnic minority and American Indian/Alaska Native populations.

WASN



The conference is getting closer, but we still have just over 100 FREE conference registrations (*all three days*) available for attendees!

[CLICK HERE TO VIEW THE CONFERENCE SCHEDULE AND SEE ALL THE GREAT EDUCATION SESSIONS!!](#)

Complete the [registration](#), click submit, wait for your confirmation email, and *we'll see you at the conference!*

Your Local Epidemiologist Blog



[Where is measles coming from? Data shows that it's not illegal immigration](#)

Katelyn Jetelina
April 11

[State of Affairs: April 9 Avian flu, measles, the end of the respiratory season, and mpox](#)

Katelyn Jetelina
April 9

School Nurse Blog



[The Relentless School Nurse: The Importance of Recognizing Nursing as a STEM Field](#)

Robin Cogan, MEd, RN, NCSN, FNASN, FAAN
April 3

It is hard to believe that the #Nursing profession is not officially recognized as a STEM field. How could that be possible? Nursing is a field that is deeply rooted in science, technology, engineering, and mathematics (STEM), yet it has historically been overlooked as a STEM profession.



Release of 2022 School Health Profiles and New Online Tool Profiles Explorer

The Centers for Disease Control and Prevention (CDC) is pleased to announce the release of the [2022 School Health Profiles](#) and new online tool, [Profiles Explorer](#). This bi-annual survey assesses a broad spectrum of school health policies and practices in states, school districts, tribes, and territories. The survey is conducted by education and health agencies among middle and high school principals and lead health education teachers.

Key findings of the 2022 Profiles data show that schools are putting policies and practices in place that can promote students' mental health and well-being:

- 92% provide universal mental health promotion programs.
- 78% provide confidential mental health screening to identify students in need of services.
- 88% taught how to express feelings in a healthy way.
- 89% taught the importance of engaging in activities that are mentally and emotionally healthy.
- 87% taught how to manage interpersonal conflict in healthy ways.

CDC developed a [Mental Health Action Guide](#) to help schools build on the work they are doing and fill in gaps. CDC also funds districts across the United States to implement the [What Works in Schools](#) program to help all youth stay healthy and feel safe.

CDC collects data like Profiles to better understand the impact of school policies and practices that are known to improve youth health outcomes. Profiles provides a snapshot of how many schools across the US, states and school districts implement effective school-based prevention strategies.

Partners have been and will continue to be critical to ensuring youth have the knowledge, skills, and resources they need. These new CDC data can be used to inform and strengthen your efforts to support the health and well-being of our young people. Users can now view national, state, and local results through an interactive, online tool. To access CDC's Profiles data, please use our new tool, [Profiles Explorer](#), available on our [website](#).



Key findings of the 2022 Profiles data show that schools are putting policies and practices in place that can promote students' mental health and well-being.

CDC

CDC's Measles Health Alert for International Travel

CDC's Health Alert Network advisory urges clinicians to ensure children in the United States and those traveling internationally are up to date with MMR vaccination. On March 18, CDC issued a Health Alert Network (HAN) Health Advisory [Increase in Global and Domestic Measles Cases and Outbreaks: Ensure Children in the United States and Those Traveling Internationally 6 Months and Older are Current on MMR Vaccination](#). The Summary section is reprinted below.

The Centers for Disease Control and Prevention (CDC) is issuing this Health Alert Network (HAN) Health Advisory to inform clinicians and public health officials of an increase in global and U.S. measles cases and to provide guidance on measles prevention for all international travelers aged ≥6 months and all children aged ≥12 months who do not plan to travel internationally. Measles (rubeola) is highly contagious; one person infected with measles can infect 9 out of 10 unvaccinated individuals with whom they come in close contact. From January 1 to March 14, 2024, CDC has been notified of 58 confirmed U.S. cases of measles across 17 jurisdictions, including seven outbreaks in seven jurisdictions compared to 58 total cases and four outbreaks reported the entire year in 2023. Among the 58 cases reported in 2024, 54 (93%) were linked to international travel. Most cases reported in 2024 have been among children aged 12 months and older who had not received measles-mumps-rubella (MMR) vaccine. Many countries, including travel destinations such as Austria, the Philippines, Romania, and the United Kingdom, are experiencing measles outbreaks. To prevent measles infection and reduce the risk of community transmission from importation, all U.S. residents traveling internationally, regardless of destination, should be current on their MMR vaccinations. Healthcare providers should ensure children are current on routine immunizations, including MMR. Given currently high population immunity against measles in most U.S. communities, the risk of widescale spread is low. However, pockets of low coverage leave some communities at higher risk for outbreaks.

Access the complete [CDC HAN Health Advisory](#).



CDC's Health Alert Network advisory urges clinicians to ensure children in the United States and those traveling internationally are up to date with MMR vaccination.

MMWR

Children with sickle cell disease (SCD) have complex health needs that benefit from ongoing specialized health care

2 of 3 newborns with SCD are born to mothers who live in U.S. counties with high levels of social vulnerability*
Social vulnerability includes factors such as poverty, lack of vehicle access, and crowded housing

Communities can provide support by:

- Developing** medical transportation reimbursement programs
- Developing** innovative comprehensive care models

* State newborn screening program records, Sickle Cell Data Collection Program, 2016-2020
bit.ly/mm7312a1
MARCH 28, 2024

CDC MMWR

[Birth Prevalence of Sickle Cell Disease and County-Level Social Vulnerability](#)

During 2016-2020, 2 of 3 newborns with sickle cell disease were born to mothers who live in U.S. counties with high levels of social vulnerability.

National Center for Immunization and Respiratory Diseases

CDC Recommended Immunization Schedules

The 2024 Easy to Read Schedules, or Parent-friendly Schedules, are now available both in English and Spanish:

- [Vaccine Schedule for Children 6 Years or Younger | CDC](#)
- [Vaccine Schedule for Children, 7 to 18 Years Old | CDC](#)

Additionally, the recording and slides of the “2024 Updates to the Child/Adolescent and Adult Immunization Schedules Webinar” is now live! The webinar recording and slides can be found at: [Current Issues in Immunization Webinars](#).

Miscellaneous



University of Wisconsin–Madison Offering Summer Online Course, “School Nursing in the Context of Community Health Practice”

Do you want to improve community health practices for children in Wisconsin schools? Are you an RN with an associate degree working as a school nurse and want more job flexibility and higher pay?

The University of Wisconsin–Madison offers an online 3-credit course, “School Nursing in the Context of Community Health Practice,” during the summer.

Advance your school nurse career with this 6-week, self-paced course! Though you must meet deadlines, you will have flexibility to complete assignments, readings, and other activities.

As a student, you will:

- participate in discussion posts with your instructor and peers.
- have assignments such as a community health assessment, health promotion assignment, and school nurse interview.
- take open-book short quizzes of course content.

You will learn:

- the theoretical and practical foundations for establishing and maintaining school health nursing services.
- about health promotion, disease prevention, epidemiology, evidence-based practice, ethics, and the role of community health nursing (CHN).
- how to apply the nursing process with a focus on providing care from the individual through the population level.
- how to apply the ecological model to analyze the influence of socioeconomic, environmental, political, and cultural health determinants.

[Follow these instructions to enroll today.](#)

Questions about enrolling? Contact academic.affairs@nursing.wisc.edu.

DPI Note: This course meets the requirements for associated degree prepared RNs to meet the definition of “School Nurse.” A copy of the transcript must be sent to DPI’s School Nurse/Health Services Consultant. See DPI’s [School Nurse Definition, Licensure, and Certification](#) for more information regarding the School Nurse title.

This course meets the requirements for associated degree prepared RNs to meet the definition of “School Nurse.

Miscellaneous



Donate Eclipse Glasses

Here are a few opportunities to donate used eclipse glasses so, they can be recycled for good use.

<https://eclipse23.com/pages/donate-eclipse-glasses>

Andy's on River Road Attn: Eclipse Glasses Campaign

<https://astronomerswithoutborders.org/home>

Timing the New Meningococcal Disease Shots

In October, the US Food and Drug Administration approved the first pentavalent vaccine against all five major serogroups, which the authors of the analysis said, "may help optimize the existing US adolescent meningococcal vaccination platform". [Read article.](#)

Electric School Buses Get a Boost From New State and Federal Policies


The push to convert the nation's diesel bus fleet to electric gained momentum in the last week with new state and federal policies aimed at getting more clean-energy vehicles on the road.

The U.S. Environmental Protection Agency on March 29 issued the final version of a new rule that sets higher fuel efficiency standards for manufacturers producing a wide range of heavy-duty vehicles, including school buses, starting in 2027. [Read article.](#)

Outbreak!2024 Student Public Health Experience

The Public Health Museum in Massachusetts is offering its free *Outbreak!2024* program, now in its 12th year, to high school students interested in careers in public health, nursing, epidemiology, virology, mental health, and more. The program, which runs in July, will be virtual and accessible to students across the country. Our pivot to online programming has removed any geographic barriers to student access. The program is free of charge. Public health professionals, college student peer mentors, and practicing nurses and epidemiologists are our core presentation team. See attached flyer for details.

In October, the US Food and Drug Administration approved the first pentavalent vaccine against all five major serogroups, which the authors of the analysis said, "may help optimize the existing US adolescent meningococcal vaccination platform."



American Academy of Pediatrics - HealthyChildren.Org

Featured 'Ask the Pediatrician' Question: What should I do if my child's ADHD medication is out of stock during the ongoing shortage?

Families across the U.S. have been dealing with a shortage of some ADHD medications that is now well into its second year. In this new article, developmental-behavioral pediatrician Dr. Jennifer Poon suggests ways to help ease the impact of the shortage on children and their parents. Read this article in [English](#) or [Spanish](#).

Children's Safety Network

Child Abuse Prevention Month

April is [Child Abuse Prevention Month](#). In 2020, 1,750 children died as a result of abuse and neglect in the United States ([Centers for Disease Control and Prevention 2020](#)). Additionally, [data from the Behavioral Risk Factor Surveillance System 2011-2020](#) indicate that adverse childhood experiences (ACEs) are common in the U.S., with 63.9% of adult respondents recalling that they experienced at least one ACE as a child, and 17.3% experiencing four or more ACEs.

According to the Centers for Disease Control and Prevention (CDC), in the last year, [1 in 7 U.S. children](#) experienced child abuse and neglect. These CSN and partner resources can help guide the work of states and jurisdictions in creating and implementing child abuse and neglect prevention interventions:

- [Navigating Child Abuse Prevention Resources and Interventions Webinar Recording | CSN](#)
- [Child Maltreatment Prevention Resource Guide | CSN](#)
- [Pediatric Education and Advocacy Kit \(PEAK\): Child Abuse | Emergency Medical Services for Children Innovation and Improvement Center](#)
- [Get Your Teach On | Prevent Child Abuse America](#)
- [Physical Punishment: Attitudes, Behaviors, and Norms Associated with Its Use Across the US | Prevent Child Abuse America](#)

Medscape Nurses



FDA Warns Consumers Against Using Some Topical Analgesics

The US Food and Drug Administration (FDA) warned consumers in a statement issued on March 26 to avoid certain unapproved over-the-counter topical analgesic products because of the risk for dangerous health effects.

The warning applies to products "marketed for topical use to relieve pain before, during, or after certain cosmetic procedures," including microdermabrasion, laser hair removal, tattooing, and piercing. The ingredients in some of these products, notably lidocaine, are present in concentrations higher than what is allowed by federal law. Read article.

New Insight Into 'Demon' Facial Visual Perception Disorder

Images generated by photographic computer software are the first to depict accurate images of facial distortions experienced by patients with prosopometamorphopsia (PMO), a rare visual disorder that is often mistaken for mental illness. [Read more.](#)

New Clinical Practice Guidelines

[Anaphylaxis >](#)

[Pediatric Acute Bacterial Arthritis >](#)

[Early Breast Cancer >](#)

The ingredients in some of these products, notably lidocaine, are present in concentrations higher than what is allowed by federal law.

Miscellaneous

Period of Purple Crying

April is Child Abuse Prevention Month (p.19). Included as an attachment is information on the Period of PURPLE Crying from the Wisconsin Child Abuse and Neglect Prevention Board. Period of PURPLE Crying aims to help parents and caregivers understand the normal increased crying of healthy infants and prevent abuse; namely shaken baby syndrome. PURPLE educates new parents on what to expect, ways to soothe their baby and ways to cope with the normal feelings of frustration and anger found during this period of development.

Prevent Blindness

Children's Vision Screening Stats Request

Hello all,

I hope everyone's school year is going well. As the second half of the school year comes to a close, I wanted to touch base on reporting your vision screening results and outcomes. First and foremost, I want to thank you for being a dedicated partner and offering vision screenings for children in your care and community. As many of you know, vision screenings are not required for preschool or school-aged children in the state of Wisconsin, and we value your dedication to your student's vision health and their well-being.

If you have completed your vision screenings for the 2023-2024 school year, please submit your vision screening numbers to PBW via our [Vision Screening Statistical Request Form](#). Prevent Blindness Wisconsin greatly values showing the impact our partners make throughout the state with their vision screening programs. **Additionally, reporting your vision screening numbers aids in funding for PBW to continue to support the work you do for your students and the vision health of those in your community.**

There are several ways you can submit your [Vision Screening Statistical Request Form](#). Please reference the options below for submission:

1. Submit your screening numbers online:

To submit your vision screening results online, please [click this link](#) and insert your school(s)/districts information and vision screening results.

2. Submit your vision screening results via email:

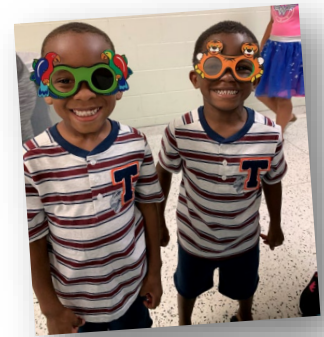
Email your [Vision Screening Statistical Request Form](#) to Courtney at Courtney@pbwi.org.

3. Submit your vision screening results via fax: to 414-765-0377 Attn: Courtney Murphy.

4. Mail your [Vision Screening Statistical Request Form](#) to PBW:

Prevent Blindness Wisconsin
731 N Jackson Street
Suite 405
Milwaukee, WI 53202

Please submit your vision screening results and outcomes to PBW by Friday, April 26, 2024.



If you have completed your vision screenings for the 2023-2024 school year, please submit your vision screening numbers to PBW via our Vision Screening Statistical Request Form.

Prevent Blindness

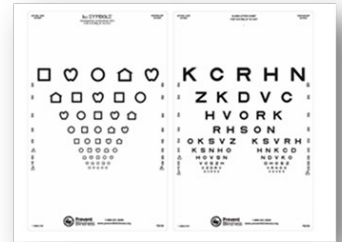


Sunflower Occluder Glasses

If you vision screen K3-K5 using the chart-based method (EyeCheck booklet or VIP Vision Screening Wheel), the sunflower occluder glasses are a great addition to your vision screening kit. These occluder glasses have a smaller frame, helping prevent the glasses from slipping during the vision screening. If you are interested in purchasing the sunflower occluder glasses, please [click here](#).

Sloan Wall Chart

Do you have the updated wall chart for school-aged students? In 2019, the National Center for Children's Vision and Eye Health approved a new distance acuity chart to be used for school-aged students. The new distance acuity wall chart is referred to as the 'Sloan Wall Chart' and does differ from the previous 'Snellen/Sloan Wall Chart'. If you do not have the Sloan Wall Chart to vision screen school-age students, please [click here](#) to reference the order number and order instructions.



Diabetes in School Health

DiSH WI April 2024 Session:

"Ask the Experts: Answering your Submitted Questions"

Wednesday, April 17, 2024
3 PM CST | Via Zoom

[Click to Join our Zoom Session](#)

Upcoming DiSH Sessions

DiSH Sessions are held at 3 PM CST on Wednesdays.

April 17, 2024

"Ask the Experts: Submitted

Questions on What You Want to

Know"

May 15, 2024

"Mental Health: Diabetes

Distress & Burnout"

Practice Points

By Louise Wilson

What Does Evidenced-Based Practice Have to Do With Me?

Honestly, this is not the blog I intended to write for this month's newsletter. I felt compelled to do so after my last office hours. Listening to the conversations I was struck by how difficult it is to practice evidenced based school nursing. Who do you listen to? What is evidenced-based school nursing?

I am going to join Michelle Kazorowski, BSN, RN, LSN and Char Kizior, BSN, RN, NCSN for a WASN preconference session intended for newer school nurses. I think discussing evidenced-based practice (EBP) which then results in best practices is also worthy of a broader audience. Thus, this PRACTICE POINTS.

I know many came to practice school nursing during the pandemic. Therefore, when the pandemic ended, and practice shifted back to the "normal issues of school nursing" many were left to find how to manage their new normal.

I've tried to fill in the gaps of school nurses' knowledge base by encouraging connections to our professional associations, by providing informative newsletters, offering new school nurses orientation and follow up meetings, and by creating and sharing documents that outline the statutes surrounding issues of practice. Evidenced – based practice requires critical and systematic thinking. When we registered nurses use the nursing process, we systematically think through the care we give a patient/client/student. School nurses need to base nursing diagnoses, plans, and interventions on best practices, not whims or social media. EBP is the intersection of three concepts: the best available research and data, clinical expertise, and the values or considerations for the best outcomes of our students.

If you are not reading school nursing literature (peer reviewed journals, published guidelines, books), where are you getting your research and data? What do you base your clinical expertise on? Longevity in a position does not automatically equate with expertise. If your decisions are not in the best interests of students or do not demonstrate an understanding or their values, demographics, unique challenges then you are missing an important aspect of EBP.

I am going to be inducted into the National Academy of School Nursing in June. This a great honor indeed. Inducting Fellows is beneficial for the profession of School Nursing. The School Nursing profession needs to be able to point practicing school nurses and other organizations to those who have consistently, and long term demonstrated EBP. It behooves the school nursing profession to have many such individuals. If we do not have our own experts what does that say about our profession?



I was struck by how difficult it is to practice evidenced based school nursing. Who do you listen to? What is evidenced-based school nursing?

School nurses need to base nursing diagnoses, plans, and interventions on best practices, not whims or social media.

To be considered as a Fellow I was required to submit a long list of my involvement in professional activities on a state and national level. This involvement has created numerous opportunities for me to explore novel approaches, conduct or read the results of other's research, challenge my viewpoint, and learn different perspectives. My induction recognizes not the involvement, but the outcome. Through my involvement, learning, and critical explorations I have developed expertise in my field. Yet, this does not end my learning!

My expertise does cause me to wonder if newer and seasoned school nurses are spending time critically and systematically thinking through some of their practice and policy decisions. If you are reading this and wondering, "Gosh I wonder if Louise is talking about me?" that is probably a good thing. It means you are open to examining your practice.

Best practices in school nursing will be student focused. School nurses should ask how a decision impacts students' health, their attendance, and even their families. What do the guidelines published by our national professional association say we should do or consider implementing? What are school nurse leaders and experts saying in peer-reviewed journals, books, and magazines (i. e. JOSN, NASN School Nurse, Journal of School Health)? If you do not know, then how can you be using EBP?

It is not too late to sign up to attend the WASN and NASN conferences where you will be exposed to EBP discussions, research, new ideas, and information. I understand the barriers. I've always paid for my professional memberships and still do. I paid out of pocket for many conferences (the benefit of presenting – in state- though is you get the registration fee waived for the day). If Wisconsin school nurses do not avail themselves of the resources for research and data and do not connect with peer-recognized experts, I wonder who are they listening to and who is determining their practices?



If Wisconsin school nurses do not avail themselves of the resources for research and data and do not connect with peer-recognized experts, I wonder who are they listening to and who is determining their practices?

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

April 2024 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 ability and provides equal access to the Boy Scouts of America and other designated youth groups.



School Nurses

Keep Students Healthy



A School Nurse Benefits Students!

School nurses are often the only healthcare provider students see regularly.



Students need to be healthy to learn. School nurses play a vital role in making sure children are healthy and ready to learn.

Schools with a full-time nurse report better attendance.



Thank you, school nurses!



#SchoolNurseAppreciation
#ThankYouNurses
#healthyschools



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent



BEST PRACTICES IN HEALTH & PE 2024



Health Pre-Conference Workshop



Jeff Bartlett

2021 SHAPE National Health Teacher of the Year

Keynote Speaker



Monica Caldwell
School Mental Health Consultant

Keynote Speaker



Daniel Hill
National Board Certified
KY SHAPE Past-President
OPEN National Trainer

July 18-19, 2024
Pre-Conference Workshop
July 17, 2024

Attendee - \$150
Student - \$25
Pre-Conference - \$50

SCHOLARSHIPS ARE STILL AVAILABLE!!



CHECK OUT OUR WEBSITE FOR MORE INFO!



Holiday Inn Convention Center, Stevens Point, Wisconsin

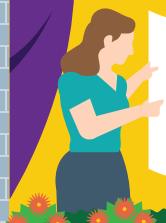
EVERY WEEK A WISCONSIN BABY SUFFERS FROM ABUSIVE HEAD TRAUMA. THE #1 TRIGGER—EXCESSIVE CRYING!

IMPACT

1,300
cases per year
nationally



Affects
50-70
WI children per year

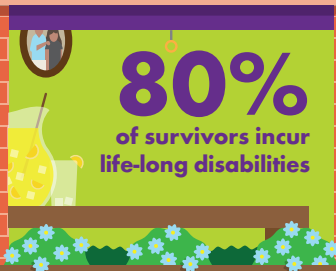


CONSEQUENCES

25%
of children
DIE

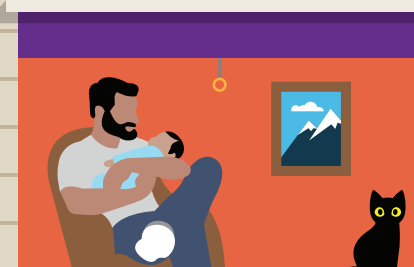


80%
of survivors incur
life-long disabilities



COPING

- Put your baby down in a safe place
- Step away and take a moment
- Ask for help from family or friends
- Check in with your pediatrician



During the *Period of PURPLE Crying*, babies cry—a lot! These periods of excessive, inconsolable crying can be stressful, but this is a normal stage of healthy development. With the right tools and support, parents and caregivers can have a plan in place to keep babies safe and prevent long-term consequences.

Explore the World of Public Health



A Free Virtual Program for High School Students

Monday, July 22 – Friday, July 26

Students can attend class at the Public Health Museum in Tewksbury, MA, on Monday and Tuesday. Virtual students will be connected to the museum classroom.

Accepting applications until May 22, 2024



[Outbreak! 2024 Application \(google.com\)](#)

Questions

outbreak@publichealthmuseum.org

Solve real-life public health problems using critical thinking, collaboration, and communication skills.



Thanks to our sponsors



WHAT IS THE *PERIOD OF PURPLE CRYING*?

The Period of PURPLE Crying is an evidence-based program describing a normal period of crying in the first few weeks and months of life that ALL babies go through. The *Period of PURPLE Crying* begins at about 2 weeks of age, peaks in the second month, and becomes less in the third to fifth month. There are other common characteristics of this period, which are better described by the acronym *PURPLE*.

The Letters in **PURPLE** Stand for

P	U	R	P	L	E
PEAK OF CRYING	UNEXPECTED	RESISTS SOOTHING	PAIN-LIKE FACE	LONG LASTING	EVENING
Your baby may cry more each week, the most in month 2, then less in months 3-5	Crying can come and go and you don't know why	Your baby may not stop crying no matter what you try	A crying baby may look like they are in pain, even when they are not	Crying can last as much as 5 hours a day, or more	Your baby may cry more in the late afternoon and evening

The word *Period* means that the crying has a beginning and an end.

It is during this period of development, some babies can cry a lot and some far less, but what is important to understand is that ALL babies go through this period. *Period of PURPLE Crying* aims to help parents and caregivers understand the normal increased crying of healthy infants and prevent abuse; namely shaken baby syndrome. *PURPLE* educates new parents on what to expect, ways to soothe their baby and ways to cope with the normal feelings of frustration and anger found during this period of development.

For more information on the *Period of PURPLE Crying* or **Shaken Baby Syndrome** visit:

www.purplecrying.info

www.dontshake.org

The Wisconsin Child and Abuse and Neglect Prevention Board supports the Period of PURPLE Crying.
Visit us at: www.preventionboard.wi.gov