

School Nurse UPDATE



#3 September 23, 2021

Greetings!

September is National Hispanic Heritage Month (September 15 - October 15). Note the statement by HHS Secretary Xavier Becerra page 10 of this Update. September is also National Preparedness Month. FEMA passed on several resources that I've included in this newsletter as something school nurses could also share if you have time these days to publish newsletters!

On September 17, 2021, the Food and Drug Administration's (FDA) Vaccines and Related Biological Products Advisory Committee (FDA VRBPAC) recommended a booster dose for primary series recipients of the Pfizer vaccine who are 65 or older and people who are at high risk of severe COVID-19. This recommendation is just a first step in the process. Before booster doses can begin, approval must be granted by the FDA and the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices. The committee is expected to meet this week.

In the past few weeks, I have answered several questions from potential school nurses and district administrators seeking to hire a school nurse. That's great news! Last Update I mentioned the new guidance document explaining the differences in definition of a school nurse in Wisconsin statute, DPI licensure, and national certification. In PRACTICE POINTS I attempt to further clarify the definition of a "school nurse" in Wisconsin. During this month's School Nurse Network meeting I'll discuss the new pathway to the voluntary DPI school nurse license.

I look forward to a time when the Update is not full of information regarding COVID-19. Not going to be this school year for sure! See the information on the new DHS webpage contrasting data on vaccinated versus unvaccinated individuals. Here's to hoping approval for vaccines for all school-aged children is obtained sooner rather than later.

Louise

FEATURED STORIES

PRACTICE POINTS –
What it Means to be a
School Nurse in Wisconsin

FDA Approved
Medications (p. 2)

Toolkit for Those with
Intellectual Disabilities (p.
7)

Allergic Asthma (p. 9)

National Preparedness
Month (p. 11)

SAVE THE DATE

New School Nurse Virtual
Orientation – October 21-
22, 2021. **Registration Now
open:**

<https://forms.gle/mBV7oDk3CBM2XVRi8>

Monthly School Nurse
Network Meetings - Third
Tuesday of each month
3:30-4:30 PM.

DPI News



New Resources for Medication Administration

State [student medication administration law](#) requires that those medications administered to students by school staff must be FDA approved and listed in the pharmacopoeias. These resources are primarily online, and subscriptions are often cost prohibitive for school districts. New resources have been posted under a new Medication Administration tab on the [Publications and Resources webpage](#) that allow school nurses to look up FDA approved medications without charge.

FREE! Compassion Resilience Facilitator Training

Now, more than ever, educators may be feeling burnout and compassion fatigue. However, with the current challenges comes an opportunity to lead the work of building a compassionate school culture. This includes strengthening individual resilience skills through important conversations about the role of expectations, boundaries, and self-care strategies, while also examining the aspects of the work environment that drive staff fatigue. DPI, in partnership with Rogers Inhealth, are offering three free trainings of Compassion Resilience toolkit facilitators this school year. Facilitators will learn how to plan for toolkit implementation in their school/district and to facilitate circle discussions. Interested schools or districts are encouraged to send TEAMS of six. For details, please see the attached flyers. To register, please email Alison Wolf Alison.Wolf@rogersbh.org with team member names and emails. There are a limited number of spots!

NEW! Mental Health Literacy Units

Are you looking for new ways to support student mental health as you plan for the upcoming school year? Then check out the newly released mental health literacy skills-based health units for elementary, middle, and high school. Mental health literacy includes the knowledge, attitudes, and skills needed to develop and maintain positive mental health, identify mental health challenges in self and others, reduce stigma, and seek appropriate help. The units include lessons that focus on developing skills such as self-management, advocacy, and communication as they relate to mental health. You can find the lessons [here](#).

State [student medication administration law](#) requires that those medications administered to students by school staff must be FDA approved and listed in the pharmacopoeias.

DPI News

AODA Student Mini Grant Program

Who: Public, K-12 students

What: A \$1000 student-led grant targeting AODA and other risk behaviors

When: Applications are due 10/15/21 by 4pm

<https://dpi.wi.gov/sspw/aoda/mini-grant>

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/AODA_Student_Mini_Grant_Overview_Final_2021-22.pdf



School Health Award

Stay tuned for more information about the 2021-2022 Wisconsin School Health Award. This award utilizes the Action for Healthy Kids platform, which is based on the CDC's School Health Index (SHI). As you begin your school year, keep in mind the funding available through the School Health Award and the Action for Healthy Kids platform.

<https://dpi.wi.gov/sspw/coordinated-school-health/wisconsin-school-health-award>

As you begin your school year, keep in mind the funding available through the School Health Award and the Action for Healthy Kids platform.

NASN NEWS

NASN's COVID-19 Interactive Tools

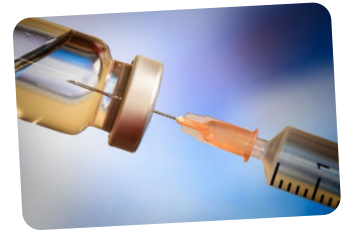
[How to Manage Difficult Conversations](#): A quick micro-burst of learning, this interactive module teaches school nurses a simple formula to use to respond effectively to challenging conversations.

Wisconsin Asthma Coalition

These resources are available as "[Peak Asthma Week](#)" is the third week of September.

- Educational materials on how to [Improve Asthma Management in Schools | American Lung Association](#)
- Online course [Asthma Basics | American Lung Association](#) that is free and can help medical professionals, parents, teachers or students to learn how to identify and manage asthma

DHS News



Respiratory Report

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

Reminder: Vaccines are the Best Tool to End the Pandemic

The Delta variant is much more contagious than the original strain of COVID-19. With the original strain of COVID-19, an infected person was likely to infect two other people who are likely to infect two additional people for a total of six cases from one infection. **With the Delta variant, an infected person is likely to infect five people who are likely to infect 25 people for a total of 30 cases from one infection.** As the spread increases, so does the risk that new, potentially more dangerous variants will develop.

Coadministration of COVID-19 Vaccines with Other Vaccines, Including Influenza

COVID-19 vaccines and other vaccines may now be administered without regard to timing. This includes simultaneous administration of COVID-19 vaccine and other vaccines on the same day, as well as coadministration within 14 days. It is unknown whether reactogenicity of COVID-19 vaccine is increased with coadministration, including with other vaccines known to be more reactogenic, such as adjuvanted vaccines or live vaccines. When deciding whether to coadminister influenza vaccine and/or other vaccines with COVID-19 vaccine, vaccination providers should consider whether the patient is behind or at risk of becoming behind on recommended vaccines, their risk of vaccine-preventable disease (for example, during an outbreak or occupational exposures), and the reactogenicity profile of the vaccines. If multiple vaccines are administered at a single visit, administer each injection in a different injection site. Multiple injections given in the same extremity should be separated by a minimum of one inch, if possible. For adolescents and adults, the deltoid muscle can be used for more than one intramuscular injection administered at different sites in the muscle.

New Illness After Vaccination Website

DHS is now publishing data on illness, hospitalizations, and death rates for those vaccinated and unvaccinated.

<https://www.dhs.wisconsin.gov/covid-19/vaccine-status.htm>

Recent Webinar Recording Published

The recording of the 9/16/21 webinar for local public health and school stakeholders is now published

<https://vimeo.com/showcase/8657683>

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Back to School is Here!

FOR GUIDANCE ON HOW TO KEEP YOUR KIDS SAFE IN THE CLASSROOM AND OUT – VISIT THE DHS COVID-19 RESOURCES FOR PARENTS AND GUARDIANS PAGE

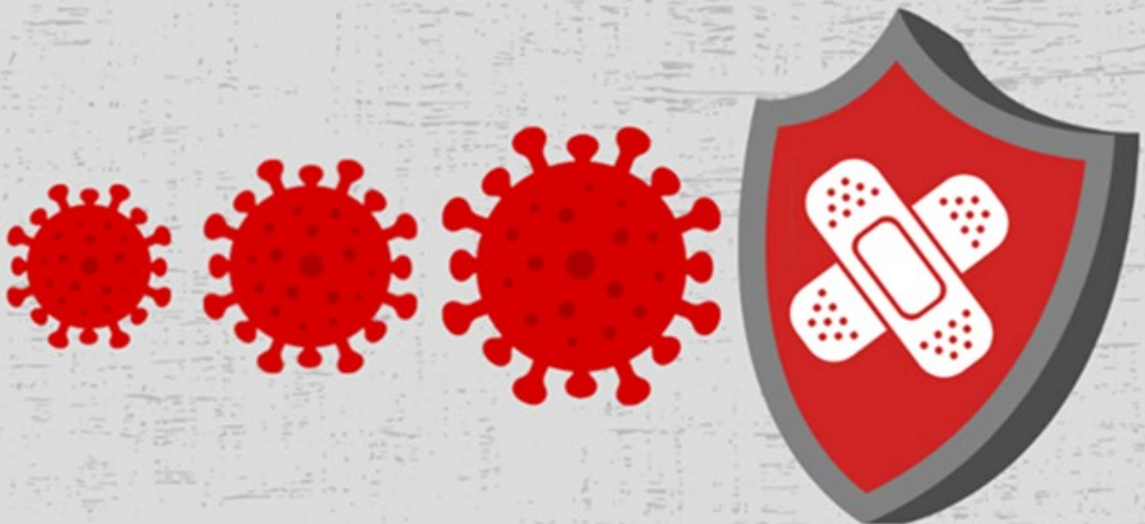
dhs.wisconsin.gov/covid-19/parents.htm

YOU STOP THE SPREAD

 WISCONSIN DEPARTMENT of HEALTH SERVICES

www.dhs.Wisconsin.gov/covid-19parents.htm

VACCINES REDUCE A VIRUS'S ABILITY TO MUTATE INTO POTENTIALLY NEW, MORE INFECTIOUS VARIANTS.



WHEN MORE PEOPLE GET VACCINATED AGAINST COVID-19, WE GIVE THE VIRUS LESS OPPORTUNITY TO KEEP MUTATING.

YOU STOP. SPREAD 

<https://www.dhs.wisconsin.gov/covid-19/protect.htm>



CDC launches toolkit with COVID-19 resources for people with intellectual and developmental disabilities and their caregivers

CDC [released materials](#) to help parents or other caregivers of people with intellectual and developmental disabilities (IDD) navigate important conversations about COVID-19. CDC's [COVID-19 Materials for People with Intellectual and Developmental Disabilities and Care Providers](#) includes:

- Posters to download, print, and hang in your health facility
- Fact sheets in multiple languages
- Web pages with answers to common questions
- Social stories, videos, and interactive activities

CDC Posts New COVID-19 Resources for School Administrators

The CDC posted this new *Toolkit for Responding to COVID-19 Cases*. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/K-12-contact-tracing.html>

The toolkit includes:

Step-by step process to serve as a guide for a school administrator's response to a COVID-19 case in their school;

- Two decision trees/flow charts for identifying COVID-19 close contacts
 - classroom setting
 - non-classroom setting
- FAQs for isolation and quarantine
- Three sample customizable letters to parents
- General COVID-19 case notification letter
- Close contact notification letter

The Department of Health Services guidance mirrors the close contact and quarantine and isolation procedures of the CDC. Thus, these resources will be useful for Wisconsin schools seeking to implement and follow state and federal public health best practices and recommendations.

Parents and Caregivers – What Is Your School Doing to Protect Your Child from COVID-19?

Updated Aug. 31, 2021 <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-faqs.html>



These resources will be useful for Wisconsin schools seeking to implement and follow state and federal public health best practices and recommendations.

CDC

Types of Masks and Respirators

The National Institute for Occupational Safety and Health (NIOSH) approves many types of filtering facepiece respirators. The most widely available are N95, but other types (N99, N100, P95, P99, P100, R95, R99, and R100) offer the same or better protection as an N95. When supplies are available, individuals may choose to use a basic disposable [N95 respirator](#) for personal use, instead of a mask, in some situations. **CDC recommends that special N95 respirators labeled as “surgical” or “medical” should be prioritized for healthcare providers.**

NIOSH and OSHA have developed a [video](#) demonstrating how to perform a user seal check and how to properly put on and take off a respirator. *Note the DPI also has such a [PPE training video](#).*



Medscape Nurses

Long-Haul COVID Brings Long Road to Recovery

Some people with COVID-19 are having symptoms for more than four weeks after infection. In some cases, they start to feel better and then have a setback. Here's what we know. [Read more.](#)

Have We Set Unrealistic Goals for the End of the Pandemic?

“In a scenario in which some people might still become infected but very few get seriously ill or hospitalized or die, we can move from a public health emergency to a more normal life.” Have we set unrealistic goals in terms of how this pandemic can end? [Read more.](#)

A Leading Virologist Reveals His Two 'Nightmare' Viruses

Rather long article (transcript of program) that provides good discussion and information on natural versus vaccine-induced immunity. SARS coronavirus and Nipah viruses are what “scares” this virologist. [Read more.](#)

“In a scenario in which some people might still become infected but very few get seriously ill or hospitalized or die, we can move from a public health emergency to a more normal life.”

Asthma & Allergy Network

What is Allergic Asthma?

When the immune system's response to an allergen leads to asthma symptoms, it is called allergic asthma. Learn about allergic asthma, symptoms, common triggers, how it differs from non-allergic asthma, and treatment options. [Read more](#)

[Sept. 23 Webinar: "Asthma In the Yellow Zone" -- Register now](#)

[Learn more about managing asthma and allergies at school](#)

When to Keep a Child with Asthma or Allergies Home from School

Keeping a child home from school can be a tough decision, especially if your child has allergies or asthma. Here are some quick tips on if it is safe to send your child to school or if the correct decision is to keep them home.

ALL STUDENTS:

When to Go to School:	When to Stay Home:
<ul style="list-style-type: none">✓ No fever for 24 hours✓ Has energy to participate in school activities✓ Occasional Cough✓ Feels good✓ No vomiting or diarrhea for 24 hours	<ul style="list-style-type: none">✓ Fever of 100.4° or higher✓ Feels too sick to participate in school activities✓ Moderate to severe cough✓ Shortness of breath✓ Stomach pain✓ Sore throat✓ Vomiting✓ Diarrhea✓ Neck Pain✓ Rash✓ Bloodshot eyes✓ Feel extra tired✓ Needs fever or pain medication to feel good

FOR STUDENTS WITH ASTHMA:

When to Go to School:	When to Stay Home:
<ul style="list-style-type: none">✓ Slight wheeze✓ In Green Zone on Asthma Action Plan	<ul style="list-style-type: none">✓ Sleepless night due to asthma symptoms✓ Significant wheezing, coughing, shortness of breath✓ Experiencing asthma flare that is not well controlled with quick relief medication

www.allergyasthmanetwork.org

Introducing a New Eczema Resource: EczemaInSkinofColor.org

In a mutual commitment to address disparities in treating eczema in people of color, the American College of Allergy, Asthma & Immunology (ACAAI) and Allergy & Asthma Network have partnered to launch EczemaInSkinofColor.org.

The website is designed to help healthcare professionals and patients better understand and identify eczema in people with all skin types. Eczema can have a unique appearance and skin rashes may be more difficult to identify in people of color. Symptoms may present as dark brown, purple or ashen gray instead of redness. As a result, misdiagnosis or delayed diagnosis can occur. That's where EczemaInSkinofColor.org can help.

Immunization Action Coalition



Meningitis B Action Project launches back-to-school resources to encourage vaccination; new social media series titled "Be a Team Player"

The Meningitis B Action Project has launched a variety of back-to-school resources to encourage vaccination against meningococcal disease.

Resources include:

- [Social media graphics](#) to encourage adolescent vaccination, including the new "Be a Team Player" and "It Takes Two" series
- [Back-to-school social media tour](#) in collaboration with Tamera Coyne-Beasley, MD, MPH, chair of adolescent medicine, University of Alabama at Birmingham
- [Podcast and learning module](#) in partnership with the American Association of Nurse Practitioners (offering 1 contact hour of CE; 0.5 of which may be applied towards pharmacology)

Check out these resources and more at meningitisBactionproject.org.

"This month, especially, we celebrate and recognize the significant contributions of more than 62 million Latinos currently living in the United States."

Department of Health and Human Services

[Statement by HHS Secretary Xavier Becerra on National Hispanic Heritage Month](#)
September 17, 2021

"This month, especially, we celebrate and recognize the significant contributions of more than 62 million Latinos currently living in the United States." [Read full news release](#)

Prevent Blindness

The National Center for Children's Vision and Eye Health (NCCVEH) at Prevent Blindness has updated its [Considerations for Conducting Children's Vision Screening Safely in Schools, Head Start, and Early Care and Education Programs During the Covid-19 Pandemic](#). The resources include a downloadable guide and FAQ.

FEMA

National Preparedness Month

National Preparedness Month (NPM) is an observance each September to raise awareness about the importance of preparing for disasters and emergencies that could happen at any time. The 2021 theme is “Prepare to Protect. Preparing for disasters is protecting everyone you love.”

Build a Kit

In the event of an emergency, having a “grab-and-go” bag or a personalized emergency preparedness kit is an important tool to have ready when it comes to being prepared. Being prepared means having your own [food](#), [water](#) and other [supplies](#) to last for several days after an emergency.

If you ever find yourself in an emergency or disaster situation that requires immediate evacuation, there won't be time to run around the house to collect items. Plan ahead by assembling your emergency preparedness kit well in advance and put it in a place that's quickly and easily accessible. Make sure everyone in your household knows where it is too!

To assemble your kit, store items in airtight plastic bags and put your entire disaster supplies kit in one or two easy-to-carry containers such as plastic bins or a duffel bag. Don't have a preparedness kit yet? That's okay! [Download a printable checklist](#) to take with you to the store to get started!

Since Spring of 2020, the [Centers for Disease Control and Prevention \(CDC\)](#) has recommended people include additional items in their kits to help prevent the spread of coronavirus or other viruses and the flu.

Basic Disaster Supplies Kit

A basic emergency supply kit could include the following recommended items:

- [Water](#) (one gallon per person per day for several days, for drinking and sanitation)
- [Food](#) (at least a three-day supply of non-perishable food)
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert
- Flashlight
- First aid kit
- Extra batteries
- Whistle (to signal for help)
- Manual can opener (for food)
- Local maps
- Cell phone with chargers and a backup battery
- Moist towelettes, garbage bags and plastic ties (for personal sanitation)



In the event of an emergency, having a “grab-and-go” bag or a personalized emergency preparedness kit is an important tool to have ready when it comes to being prepared.

FEMA

Additional Emergency Supplies

- [Masks](#) (for everyone ages two and above), soap, hand sanitizer, disinfecting wipes to disinfect surfaces
- [Prescription medications](#) and non-prescription medications such as pain relievers, anti-diarrhea medication, antacids or laxatives
- Cash or traveler's checks
- Feminine supplies and personal hygiene items
- Books, games, puzzles or other activities for children
- Important family documents such as copies of insurance policies, identification and bank account records saved electronically or in a waterproof, portable container

For more information on what to include in your emergency kits visit [Build A Kit | Ready.gov](#)

Maintaining Your Kit

After assembling your kit remember to maintain it so it's ready when needed:

- Keep canned [food](#) in a cool, dry place.
- Store boxed food in tightly closed plastic or metal containers.
- Replace expired items as needed.
- Re-think your needs every year and update your kit as your family's needs change.

Kit Storage Locations

Since you do not know where you will be when an emergency occurs, prepare supplies for home, work, and cars.

- **Home:** Keep this kit in a designated place and have it ready in case you have to leave your home quickly. Make sure all family members know where the kit is kept.
- **Work:** Be prepared to shelter at work for at least 24 hours. Your work kit should include food, water and other necessities like medicines, as well as comfortable walking shoes, stored in a "grab and go" case.
- **Car:** In case you are stranded, keep a kit of emergency supplies [in your car](#).

WHAT'S IN YOUR GO BAG?

First aid kit,
toothbrushes,
and medicine

Resolve
to be
Ready



Since you do not know where you will be when an emergency occurs, prepare supplies for home, work, and cars.

FEMA

Building Your Kit: Considering your Household's Needs

In addition to having your basic survival supplies, an [emergency kit](#) should have items to meet your individual and household's [unique needs](#) in various emergencies, such as supplies for [pets](#) or [seniors](#). Consider the items you use every day and which ones you may need to add to your kit.



Resources for Individuals with Disabilities:

[Individuals with Disabilities | Ready.gov](#)

[Personal Disaster Preparedness: I Use a Wheelchair - YouTube](#)

Resources for Seniors:

[Preparing for Emergencies Now. Information for Seniors](#)

[Community Emergency Plan \(ready.gov\)](#)

Resources for Pet Owners:

[Prepare Your Pets for Disasters \(ready.gov\)](#)

[What You Should Know about COVID-19 and Pets | Healthy Pets, Healthy People | CDC](#)



PRACTICE POINTS

By Louise Wilson



What it Means to be a School Nurse in Wisconsin

What it means to be a school nurse in Wisconsin could have numerous different responses. I am reminded of a quote first noted on a school health services catalog of all places!

Nursing is about caring, comfort, prevention, assessing both spoken and unspoken needs, and empowering patients towards self-care. But School Nursing is about doing all of these things for persons still in progress—children—who are still learning how to be and stay well.

What is required to work in Wisconsin schools as a nurse is what I will address here, because it is confusing. It's confusing to those seeking positions and those hiring for school nurse positions.

There is the legal definition of a "school nurse" in Wisconsin state law [Wis. Stat sec. 115.001\(11\)](#) and the practical aspect that only registered nurses can perform the duties expected of a school nurse such as practicing independently, writing care plans, supervising LPNs and delegating nursing care to LPNs and "less skilled assistants." As I explain to non-nurse school administrators, one can become a registered nurse by having attended two years of technical college and earning an associate degree in nursing (ADN) or by attending a four-year college/university and earning a bachelor's degree in nursing (BSN).

Both associate degree and bachelor's degree nursing students must pass "state board" testing in order to earn their nursing license and practice as a registered nurse (RN). So, any RN no matter their educational preparation can perform the duties of a registered nurse. The difference is that in an associate degree program, students do not have leadership classes, classes in community health and public health, plus all the other college courses such as philosophy, psychology, sociology, writing/English, etc. that a bachelor's prepared program requires for graduation.

In Wisconsin, to use the title of "School Nurse," a registered nurse needs to meet the statutory [definition](#). It is to such an individual that the term "school nurse" as used in other state statutes (referencing school health services), applies. "School nurse," besides a legal title, describes the individual used in other Wisconsin statutes. Some statutes use the term "registered nurse" and this applies to all RNs as described in [Chapter 441](#). A select few statutes use the term "school nurse" and this specifically refers to those that meet the definition of a school nurse in [115.001\(11\)](#).

What is required to work in Wisconsin schools as a nurse is a little confusing. There is the legal definition of a "school nurse" in Wisconsin state law Wis. Stat sec. 115.001(11) and the practical aspect that only registered nurses can perform the duties expected of a school nurse ...

It is because associate degree RN's have not taken any public/community health nursing courses one such three credit undergraduate course (as approved by the Department of Public Instruction- DPI) is required in the statutory definition. The newly published [School Nurse Definition, Licensure and Certification](#) describes how an associate degree RN can get their course approved (there are preapproved courses), then submit for verification to DPI. A certificate is then issued to indicate the person has met the requirements to be titled a "School Nurse" and meets the definition of "school nurse" as used in all Wisconsin statutes.

School districts may hire any RN to work in their schools and that RN can work to the full capacity of their RN license. But if they are not a bachelors prepared RN or have not taken the course work and had it verified, they cannot legally use the title "school nurse" in Wisconsin. Such positions need to be titled something other than "school nurse." Titles I suggest when asked include "registered nurse" or "district nurse." Some implications of a nurse working in schools who is not a school nurse are as follows:

- The school district, CESA, or county children with disabilities education board will not be eligible for special education categorical aid related to this position under [Wis. Stat. sec. 115.88](#).
- The school district must consult with a school nurse in developing and modifying medication administration policies under [Wis. Stat. sec. 118.29\(4\)](#).
- The nurse would not be eligible for the exemption from liability for a referral to police under [Wis. Stat. sec. 118.257](#).
- The nurse would not be included under [Wis. Stat. sec. 252.21](#) duties of schools for communicable disease management.

I wanted to address the definition of school nursing in Wisconsin statutes, the reasoning for the distinction, and the implications of the statute, because it is confusing. The definition and requirements to meet the definition does not diminish the importance of the work of all Wisconsin registered nurses who work in schools. Truly, the characteristics to be an exceptional school nurse in Wisconsin, the nation, or the world are encapsulated in my favorite quote:

There is the nurse and then there is the School Nurse. The School Nurses who truly succeed are those who are experienced, confident, multi-skilled, self-directed, independent, creative, collaborative, communicative, flexible, tactful, and passionate about kids' health.

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>
September 2021 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.





State of Wisconsin
Department of Health Services

Tony Evers, Governor
Karen E. Timberlake, Secretary

September 13, 2021

Dear Wisconsin School Administrators,

I write today with an urgent request. We all share the same goal: a safe and enriching school year for every Wisconsin student. The large majority of school-age children are not fully vaccinated against COVID-19, and cases in children and adolescents are on the rise [in Wisconsin](#) and [across the nation](#). Overall, our [seven-day average of cases](#) continues to increase, and our [hospital capacity](#) is being stretched. Partnerships between schools and local and tribal health departments, as well as between DHS and DPI, have strengthened our pandemic response because we all share the same vision for a state where everyone can thrive and learn. It is time to build even further on these partnerships. Let's come together and do all that we can to protect Wisconsin's children.

We have many tools to protect students, teachers, and staff in Wisconsin's schools. We must use all of these tools as layered prevention strategies, and they must be used consistently and universally. These layered prevention strategies include:

- promoting vaccination
- requiring masking and physical distancing
- providing testing
- requiring isolation and quarantine
- ensuring that students and staff with symptoms stay home
- improving ventilation, cleaning, and disinfection
- maintaining communication with your local or tribal health department.

Using this layered approach will help keep Wisconsin students healthy and in school.

[Vaccination is one of the best tools](#) we have to stop the spread of COVID-19. Considering that children under the age of 12 are not yet eligible for the vaccine, it is imperative that those of us who can get vaccinated do our part and do so now. Encourage your teachers, school staff, and families, including children age 12 and up, to get vaccinated as soon as possible.

Masks should be required for all students, teachers, school staff, and visitors; everyone in your school building needs to be wearing a mask unless there is a medical or safety reason, such as a disability that prevents them from wearing one safely.

Testing is essential in our response to the pandemic. Routine screening testing is important because it enables the early detection of asymptomatic students, teachers, and staff, making it possible for them to isolate and their close contacts quarantine more quickly, and preventing the further spread of the virus within your school. [Enrollment is still open](#) for the [K-12 School COVID-19 Testing Program](#), and I encourage you to add your school to the list of districts taking this important step.

After a positive test result, it is important to send the student, teacher, or staff member home with isolation instructions and to connect with your local or tribal health department to identify and notify their close contacts so they can **quarantine**. While a 14-day quarantine remains the safest approach, schools can also consider using a seven-day quarantine with a COVID-19 test collected on day six or seven after exposure to someone with suspected or confirmed COVID-19. If that test is negative, the

student or staff member can return to school if they continue to wear a mask and monitor for symptoms for 14 days. Appropriate physical distancing should be maintained whenever possible when using shortened quarantine. Additionally, if a close contact is fully vaccinated, they do not have to quarantine as long as they wear a mask and monitor for symptoms for 14 days.

Ventilation in the school should maximize the introduction of outdoor air and the filtration of indoor air in order to dilute and remove any infectious aerosols. Daily cleaning of high touch surfaces should be incorporated into the janitorial routine, and need to occur more frequently in spaces that are used by students and staff at increased risk for severe illness. Rooms where there has been an ill student, teacher, or staff member, or someone who tested positive for COVID-19, should be cleaned and disinfected as soon as possible.


While this is not new information, I appreciate the opportunity to share it with you as the new Wisconsin State Health Officer. In this role, it is incumbent on me to make sure you understand the urgency of the current situation. Despite having safe and effective vaccines and a greater understanding of this virus and the layered protection strategies that can keep our children safe, we have more cases today than we did at this same time last year. We know these layered protection strategies work to reduce transmission in schools, but they only work if we use them. Please use them.

I know these decisions can create tension and that many of us are faced with hostility when we take these actions and put these layered prevention strategies into place. Taking these actions is imperative for the safety of our students and educators. I echo State Superintendent Dr. Jill Underly in [saying that our schools unite us](#) in this state, and that we can all do our part to keep them open and safe for in-person learning. I appreciate the work that school leaders across our state are doing and will continue to do to use these layered prevention strategies and work with your local or tribal health department to keep families informed. This is how we ensure our state is a place where every student can thrive.

We also know that as we learn more, our Federal, State, and Local governments and partners need to stay nimble to ensure we keep up with the best available information. Please go to the [DHS website](#) to stay up to date with the best available information and guidance that we have, including as we learn more about the recent announcements from the White House.

Thank you for your continued leadership and dedication to keeping Wisconsin students, teachers, and staff safe and in school. In Wisconsin, we take care of each other, and we believe in our schools and in protecting the health and safety of every single person in our state. Thank you for your help in acting on this shared vision, and making this school year a safe and enriching one.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paula Tran', with a large, stylized flourish at the end.

Paula Tran
Wisconsin State Health Officer
Division Administrator, Division of Public Health
Wisconsin Department of Health Services

A guide for caregivers

COVID-19 is challenging to explain, live through, and communicate about. As a caregiver, you work hard to help the person you care for stay healthy and safe during this difficult time. These materials were created to help you share important information about COVID-19 — and make the tough moments a little easier.

We've created videos, posters, social stories, and cut-out activities so you can choose the materials that work best for your situation. The materials cover 5 basic topics:

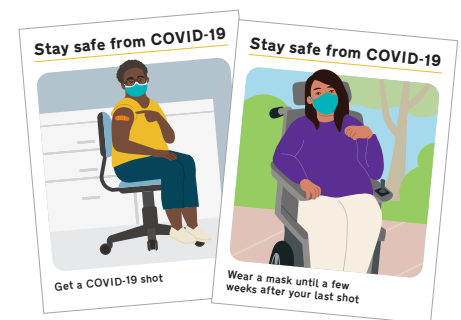
- Getting a COVID-19 shot
- Wearing a mask until a few weeks after your last COVID-19 shot
- Keeping a safe distance until a few weeks after your last COVID-19 shot
- Washing your hands
- Getting a COVID-19 test

Videos

You can watch the videos together to visualize specific ways to stay safe — like wearing a mask and social distancing until a few weeks after your last COVID-19 shot — and apply these ideas to your own daily routine.

Posters

The posters can help the person you care for remember to practice healthy habits. Post them in the kitchen, living room, or other places where you spend time together. You can also share them in schools, workplaces, and other group settings.



Social stories

You can read the social stories together to reinforce habits like wearing a mask and learn what to expect in new situations, like getting a COVID-19 test or vaccine. Some of the social stories are interactive, so you can fill in the blanks together and personalize the story. For example, you could use the “How I keep a safe distance” social story to remind the person you care for to practice social distancing at their workplace or school.

Cut-out activities

These activities are a great way to review the steps of handwashing or get ready for a COVID-19 test. Cut out the pictures together and help the person you care for place the steps in order.



Tips for talking about COVID-19

Talking about COVID-19 can be hard — but it's important to make sure the person you care for understands how to stay safe. Below are some tips that other caregivers have found helpful in having those important conversations.

Model and explain what you're doing to stay safe.

When you take steps like wearing a mask or washing your hands, try pointing out and talking about what you're doing. For example, as you're putting your mask on, say "I'm putting my mask on now before I go outside."



Show empathy by acknowledging the hard things.

Some ways to prevent COVID-19, like wearing a mask and getting a vaccine, can be hard — especially for people with sensory challenges.

Show that you understand what they're going through. Then, remind them that everyone needs to take steps to stay safe from COVID-19. When possible, see if there are small changes that could make it easier — for example, trying out a few different styles of masks.



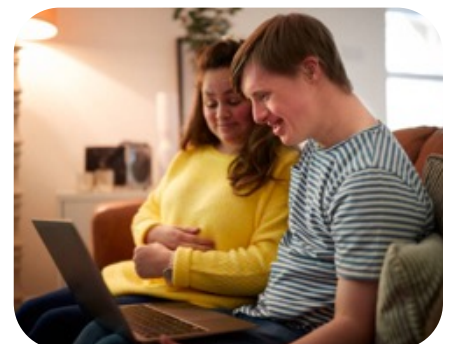
Give safe distance reminders.

When you're getting ready to leave home, remind the person you care for to keep a safe distance (until a few weeks after their last COVID-19 shot). Be sure to use the same words every time. For example, you could say, "When we go out, keep a safe distance between yourself and other people."



Identify and acknowledge changes in routine.

When COVID-19 interrupts your plans or routines, clearly acknowledge what's changing and explain why. For example: "We can't go out to dinner with Uncle Marcus right now. I know you miss hanging out with him, but it's not safe because of COVID-19." If possible, suggest a safer alternative like a video call.



Explain what to expect ahead of time.

When you're getting ready to go to a new place, explain what to expect and point out anything that might be different than usual because of COVID-19.

For example, as you're getting ready for a doctor's appointment, you could mention that everyone will keep a safe distance in the waiting room, and the doctor will also wear a mask. Social stories can be a great way to prepare for new situations like these.



Ease their worries.

It's normal to feel scared or anxious about COVID-19 — especially when there's so much that is out of our control. If the person you care for is feeling worried, remind them that there are things they can do to stay safe: get a COVID-19 shot, wear a mask and keep a safe distance until 2 weeks after their last shot, and wash their hands.



Helpful resources

- Get the latest information about COVID-19 from the Centers for Disease Control and Prevention (CDC): [cdc.gov/coronavirus/2019-ncov/](https://www.cdc.gov/coronavirus/2019-ncov/).
- Learn ways to cope with stress during the COVID-19 pandemic: [cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html).
- If you're a professional caregiver, CDC has more tips to help you stay safe from COVID-19: [cdc.gov/coronavirus/2019-ncov/hcp/direct-service-providers.html](https://www.cdc.gov/coronavirus/2019-ncov/hcp/direct-service-providers.html).



WISCONSIN DEPARTMENT OF **Public Instruction**

Student Services/Prevention and Wellness Fall 2021 Updates

Staffing

The following staff joined the Student Services/Prevention and Wellness (SSPW) team or changed positions:

- Andrea Donegan - Education Consultant, School Counseling
- Beth Herman - Assistant Director (position change)
- Karen Horn - Education Consultant, School Based Mental Health Professionals Grant
- Liz Krubsack- Education Consultant, School-based Mental Health (position change)
- Tacara Lovings - Education Consultant, Health/PE/Tobacco Prevention

Elementary and Secondary School Emergency Relief Program (ESSER)

The SSPW Team, in collaboration with the Wisconsin Safe and Healthy Schools (WISH) Center and the Wisconsin Center for Resilient Schools (WCRS) developed a variety of resources and services to expand and build the capacity of school staff to provide mental health services to better support students. Information can be found on the Department of Public Instruction's (DPI's) [Expanding and Building Capacity for Staff to Provide Mental Health Services page](#).

COVID-19: All the DPI's communications related to COVID-19 can be found here: <https://dpi.wi.gov/sspw/2019-novel-coronavirus>

DPI's latest guidance [COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022](#) is published.

ESSER funding is available through Peer-to-Peer Suicide Prevention:

All high schools (public, private and tribal) are eligible to apply for funds made available through ESSER/CARES Act funding (paid through CESA 4/WISH Center) for evidence-based peer-to-peer suicide prevention programming. Each school awardee can request reimbursement of up to \$3,000 to initiate or supplement peer-to-peer suicide prevention curriculum, training, staff time, or materials. Applications are available on the [WISH website](#) and are due September 30, 2021.

Training and Resources

Save the Date: The 2021 Building the Heart of Successful Schools Conference will be held virtually on December 2-3, 2021. For more information, see the [WISH Center's BHSS Conference website](#). Preconferences will be held on December 1, 2021.

School Nursing

Registration is now open for the **New School Nurse Orientation on October 21-22, 2021: [2021 Virtual New School Nurse Orientation Registration Form 2021 Virtual New School Nurse Orientation](#)**.

Recognizing that many school districts do not have the resources to provide their school nurse(s) with targeted professional development, the DPI offers a New School Nurse Orientation and other specifically designed professional development.

The New School Nurse Orientation will be adapted this year and held virtually. This training is for those nurses who will be working for the first time in or with a school district. It is appropriate for school nurses who have worked in a school setting zero to three years. Topics that will be covered include guidance on the laws that affect school health, information on IEPs, 504's, school health records, and delegation in the school setting. Due to the virtual nature there is no cost this year for this professional development opportunity. **Registration link and flyer is located under the "New Items" section on the main [School Nurse webpage](#).**

New School Social Work Resource Sharing Sessions

This is an opportunity geared towards individuals new or fairly new, to the field of school social work - all school social workers are welcome. Drop in to chat about resources available through DPI, ask practice questions, and get support from the state's school social work consultant and special guests. General session topics are provided, however discussions may stray from the topic. This is not a training and does not supplant

coursework from a university program, but instead it is another place to ask questions and learn about state and national resources.

These sessions are drop-in and no registration is needed. Visit the [School Social Work page](#) to find links for the virtual sessions and more information.

Cost: Free

Time: 11:30 a.m. - 12:30 p.m.

Dates and Starting Topics:

- **Wednesday, September 22** - Pupil Records, Sharing Information, and HIPAA vs. FERPA
- **Wednesday, October 20** - Comprehensive School Mental Health Systems Framework, MLSS, PBIS, Risk Assessment
- **Tuesday, November 23** - Special Education, Emotional Behavioral Disabilities, Related Services, Social Histories
- **Wednesday, December 15** - Attendance/Truancy
- **Wednesday, January 19** - ESSA - Supporting Students in Out-of-Home Care and Working with Child Welfare, Cultural Responsiveness, LGBTQ+
- **Thursday, February 17** - Trauma Sensitive Schools, Social and Emotional Learning, Self Care and Compassion
- **Wednesday, March 16** - Understanding the Roles of School Counselors and School Psychologists
- **Wednesday, April 20** - Reducing and Responding to Sexual Violence, Title IX, Child Abuse, Protective Behaviors, Anti-Human Trafficking

Orientation for School Counselors New to the Field

The Orientation for School Counselors New to the Field is an opportunity to connect with the DPI School Counseling Consultant, network with other professionals new to the role in the last few years, learn/dialogue about school counseling related topics and best practices, and discover available resources. Join the learning and conversation and get support in your new role because we all know that learning it is different than living it!

This is a free virtual event, held on September 30 and October 1, 2021 from 8:00 a.m. – 12:00 p.m. See the [New School Counselor Orientation Flyer](#) for more information on topics and how to register for the event.

School Counseling

Wisconsin School Counselors Association (WSCA) has been in the process of transitioning its annual conference from February to November. While the conference was canceled for the 2020-2021 school year, it remains scheduled for November 11-12, 2021 with the pre-conference scheduled for November 10, 2021. It will be held at the Kalahari Resort in

the Wisconsin Dells. This transition to November and the Kalahari location will remain in place for several years. For more information, see WSCA's [2021-22 Annual Conference website](#).

Social and Emotional Learning (SEL) Training and Resources

- **Implementation Team Training self-paced module now available online:** You have decided to implement SEL across your school or district. Now what? This self-paced training, designed for SEL implementation teams, will show you “how” to systematically implement SEL. Using the Collaborative for Academic, Social and Emotional Learning (CASEL) Theory of Action, teams will learn the vital steps to fully implement SEL and will create a multi-year plan to make it happen.
- **Training of Trainers self-paced course now available online:** This online, self-paced course is designed for individuals to become trainers of the foundational knowledge of SEL. The training will provide you with the agendas, slides, and activities to conduct training for your staff. Also included are videos taking you through each training module to provide you with additional information about the content, training tips, and guidance on conducting the activities. Each module also contains material to build your own SEL expertise.
- **Evidenced-Based SEL Assessments:** The [SEL Assessment page](#) has been updated and now includes information to build SEL Competency Assessment Literacy, guidance for choosing the best mode of assessment based upon the competency you are focusing on, and a new guide on understanding the differences between SEL Competency Assessment and Social, Emotional and Behavioral (SEB) Assessment. [The Evidence Based Assessment Page](#) provides information on a number of Evidence Based SEL Competency Assessment Tools with alignment to the WI SEL Competencies.
- **The Alignment and Coherence Project with WestEd is wrapping up.** WestEd has created whole child initiative alignment tools for both the local education agency (LEA) and the state education agency (SEA). WestEd staff will be training the [Wisconsin Center for Resilient Schools \(WCRS\)](#) in how to use the LEA alignment tool with districts. The project team will continue to work on coherent and aligned messaging across DPI around school mental health, SEL, trauma sensitive schools (TSS), etc.
- **Teaching and Learning Alignment:** The Wisconsin Department of Public Instruction’s vision of every child a graduate, college and career ready is strengthened and realized through the weaving together of SEL competencies and College and Career Readiness skills (CCR). Strong social and emotional skills and employability skills are essential, and employers have continually cited their importance in the workforce. Weaving together SEL and CCR skills and integrating

them into school and community settings has many benefits, most importantly, promoting student success and the development of college, career, and community ready citizens. This integration of SEL and CCR skills enhances relevance for students, develops collaborative efforts among stakeholders that break down silos, and streamlines implementation efforts. The SEL and employability crosswalk, as well as other integration efforts by DPI, provides resources that support districts in weaving these standards together and integrating them into policies, practices, and programs. View the [Wisconsin Social and Emotional Learning Competency Crosswalk with Employability Standards](#).

- The Collaborative for Academic, Social and Emotional Learning has selected Wisconsin (one of three states) for a case study in which to highlight the important work being done to integrate SEL and workforce preparation. The goal is to develop state examples that can be used to help inspire and inform other states.
- Thanks to ongoing feedback, the [DPI SEL website](#) has been updated with a new look and more resources!

Understanding the Differences: Social and Emotional Learning (SEL) Competence Assessment and Social, Emotional, and Behavioral (SEB) Screening and Assessment Document

The [Understanding the Differences: SEL Competence Assessment and SEB Screening and Assessment document](#) is intended to assist school professionals in differentiating between SEL Competency Assessment, Universal SEB screening, and Targeted SEB Assessment. This document provides some basic information relating to screening and assessment, with a selection of additional resources linked at the end to support the comprehensive planning necessary to implement effective practices.

Compassion Resilience Online Toolkit

DPI, in collaboration with Rogers InHealth, have developed an online toolkit that addresses staff wellness, compassion fatigue, and compassion resilience. The toolkit can be found at www.compassionresiliencetoolkit.org.

Districts are invited to use these materials to create a two-year focus on the supports and skills necessary for educators to engage in their work with good self-care strategies, healthy collegial relationships, and the steps to compassionate action with members of the school community. Those interested in training a team to facilitate the toolkit contents within their schools and districts now have the option to receive virtual facilitator training. For more information, contact Molly Herrmann at molly.herrmann@dpi.wi.gov or Liz Krubsack at elizabeth.krubsack@dpi.wi.gov. Since the COVID pandemic began, DPI has

provided free virtual trainings to school districts in using the toolkit, and will provide three additional sessions during the 2021-2022 school year.

In response to the current situation, Rogers has also developed short videos and other resources specific to staying resilient during COVID 19, see the [Compassion Resilience Toolkit - Staying Resilient During COVID website](#)

The Youth Risk Behavior Survey (YRBS)

Data collection for the Youth Risk Behavior survey began on September 7, 2021! Schools will be administering throughout the Fall with data collection closing on December 10, 2021. We are pleased to announce that we have over 650 schools that are registered and will be receiving school-level reports! This will allow DPI to continue producing county-level reports to assist research efforts across the state. Such data is incredibly valuable in the wake of the pandemic and DPI is interested to see how student mental health and Alcohol and Other Drug Abuse (AODA), among several topics, has changed since 2019. We look forward to using this data to better serve at-risk populations across Wisconsin. For any questions related to YRBS administration, please contact Owen Tortora at owen.tortora@dpi.wi.gov.

As data from 2019 is the most recently available on file, DPI is offering physical printed 2019 summary reports, which have detailed breakdowns of all returned information. These reports offer a unique insight into the challenges students in Wisconsin face and highlights the most at-risk populations. If you are interested in receiving a copy, please reach out to Sarah Calvin at sarah.calvin@dpi.wi.gov with the number of reports you would like.

DPI's Gatekeeper Training Module

An important step in protecting all students from the dangers of suicide is the ability to understand the context of youth suicide in Wisconsin, recognize the warning signs of suicide ideation, and take appropriate steps to keep a suicidal student safe. This new, interactive suicide prevention gatekeeper module is being piloted for schools and districts to use with their staff. The module takes approximately 20 minutes to complete, and there is an opportunity to provide feedback on how to make the module more effective and user-friendly. The module is available on the DPI's [Web-based Suicide Prevention Training for All School Staff page](#).

Youth Mental Health First Aid (YMHFA)

YMHFA trainings are available to school district staff by request. Trainings can be paid for through Project AWARE and a request for a training can be made on the WISH Center's

[YMHFA website](#). Schools must agree to the terms of the training and sign a Memorandum Of Understanding (MOU). The coordinator of Youth Mental Health First Aid for the WISH Center is Alie Hubing at ahubing@cesa4.k12.wi.us. Elementary and Secondary School Emergency Relief Program funds have also been allocated to this program to support additional free training.

Trauma Sensitive Schools

In addition to our [online learning series](#), support for trauma sensitive schools work is being offered through CESAs. School or district teams can contact the local CESA to learn more about their offerings in coaching, training, and resources related to supporting the development of trauma sensitive schools.

Required Child Abuse and Neglect Training

Wis. Stat. § 118.07(5) requires every employee of the school district to receive training **provided by DPI** in child maltreatment. A school district employee shall receive that training **within the first six months** after hire with the school district and **at least once every five years** after that initial training.

DPI provides an online learning module, facilitator materials for in-house presentations, and supplemental learning modules ([Child Abuse and Neglect Training page](#)). The required module **has been updated** this past summer to provide additional clarification on the requirement to report and availability of Family Resource Centers. Additionally, a **supplemental module was added: Reporting Child Sex Trafficking Using the Indicator and Response Guide**.

Tobacco Prevention

Skills Based Health lessons featuring tobacco prevention resources will be made available to educators to help students practice the skills necessary to avoid or stop tobacco products. The lessons were featured at the July 2021 Best Practices in Physical Education and Health Conference.

When updating your school district's tobacco policy, use the checklist aligned with the sample comprehensive school tobacco policy language from the Public Health Law Center, along with other information and resources available on DPI's [Tobacco Prevention webpage](#). Also, if your school district uses the services of Neola as a policy provider, note they have recently updated their tobacco policy to more closely align with the Department of Health Services (DHS) and DPI model policy. Furthermore, if your school district's tobacco policy was recently updated, notify Tacara Lovings at tacara.lovings@dpi.wi.gov to be added to the list of school districts on the SSPW website. Additional tobacco prevention resources can be found on the [WISH Center website](#).

The tobacco companies have exploited the COVID-19 pandemic to advertise their harmful products and undermine facts and policy. During this pandemic, there is a strong likelihood to see increased tobacco use among youth, especially vaping or electronic cigarettes. It is vital to remain diligent in monitoring youth for tobacco use. This will be especially difficult for schools that are virtual. Education is the best way to prevent youth from starting and cessation intervention is the best way to help youth kick the habit. In addition to the resources above, checkout DHS's [Tobacco Prevention and Control Program website](#) for more information.

See also the Student AODA mini-grant program information in the DPI funding opportunities section of this document, where tobacco use is a targeted behavior.

Anti-Human Trafficking

Register here [WISH Center Training & Workshops](#) for

Anti-Human Trafficking Video Facilitation Guide and Lessons – Training for School Staff and Other Professionals Supporting Anti-Trafficking.

This free session will provide school staff, such as pupil service staff, and professionals working in trafficking prevention and response, training on using the DPI Anti-Human Trafficking (AHT) Video Facilitation Guide and accompanying videos with students. While not restricted to pupil service staff, staff should have some training and experience handling difficult topics, handling student disclosures, and the ability to assess risk and safety concerns. Participants will gain access to the video series, as well as the facilitator guide and related resources. Participants will be able to lead lessons for students grades 7-12 to help them understand what human trafficking is, some of the dynamics involved, and to recognize warning signs and unsafe situations, how to get help, and where to find additional resources. School staff and professionals in the community are encouraged to attend training together to collaborate on lesson delivery for students.

Anti-Human Trafficking Facilitator Booster

This free session is for individuals who have completed the AHT Training for Facilitators of Youth Lessons. We will review any new resources and learning available in the field related to support for your work in training and supporting your school community. This session will be a casual opportunity to ask questions about facilitating the lessons, share best practices with one another, and re-familiarize yourself with the youth lesson materials.

AHT Training for Facilitator's Dates

Date	Day	Time
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9/28/21	Tuesday	9 - 11:30 a.m.
12/1/21	Wednesday	BHSS Conference
12/14/21	Tuesday	9 - 11:30 a.m.
2/1/22	Tuesday	1 - 3:30 p.m.
5/3/22	Tuesday	9 - 11:30 a.m.

Booster Dates

Date	Day	Time
10/07/21	Thursday	1 - 2 p.m.
12/10/21	Friday	12 - 1 p.m.
1/24/22	Monday	11:30 a.m. - 12:30 p.m.

Mental Health Literacy Units

Are you looking for new ways to support student mental health as you plan for the upcoming school year? Then check out the newly released mental health literacy skills-based health units for elementary, middle, and high school. Mental health literacy includes the knowledge, attitudes, and skills needed to develop and maintain positive mental health, identify mental health challenges in self and others, reduce stigma, and seek appropriate help. The units include lessons that focus on developing skills such as self-management, advocacy, and communication as they relate to mental health. The lessons can be found on the [Mental Health Literacy and Wellness Education webpage](#).

Website Changes

School Nursing Webpage

The Department of Public Instruction's [School Nursing and Health Services](#) webpages have been revised, reorganized, and re-categorized. Additionally, a new training module has been posted on the revised [School Health Services Orientation](#) webpage. This 20 minute module targeted for school nurses is on school health services laws. Future modules will be developed for school nurses and other school health services staff.

Mental Health Referral Pathways Resource Page

DPI's mental health referral pathways resources page expands on DPI's previously released Developing Mental Health Referral Pathways guide. The webpage includes three new modules to help schools plan and implement mental health referral pathways. Mental health referral pathways are formalized processes for identifying and connecting students to needed mental health supports. These pathways exist in the context of an equitable, multi-level system of supports, which provides a conceptual model for organizing mental health supports in schools. These pathways are important because they provide next steps for staff and families after identifying a student in need, coordinate supports within schools and with outside organizations, and improve student outcomes through early identification. In order to create an effective pathway, schools must consider the specific needs and resources of their school and community. See the [School Mental Health Referral Pathways page](#).

Mental Health Online Learning Modules Landing Page

The SSPW [Mental Health E-Learning page](#) allows you to access modules, webinars, and other online professional development resources to help support the ongoing education of school staff on various topics such as: Comprehensive School Mental Health Systems, Trauma Sensitive Schools, SEL, School Wellness and Safety, and more.

DPI Funding Opportunities

Competitive Grant Inventory

All current and future competitive grant opportunities available through the Department of Public Instruction are listed on DPI's [Competitive Grant Inventory page](#).

Title IV, Part-A

Districts received new formula allocations for the 2021-22 school year to support enhancements in well-rounded education, safe and healthy school environments, and effective use of technology. For more information on Title IV-A, visit <https://dpi.wi.gov/titleiva>. For the components of this Title, professional development opportunities can be found on the [WISH Center website](#).

State Alcohol and Other Drug Abuse (AODA) Mini-Grant

For the 33rd year and as part of the DPI's efforts to encourage youth initiatives that promote healthy, resilient, and academically successful learners, we are making these student-led grants available again for the 2021-22 school year: <https://dpi.wi.gov/sspw/aoda/mini-grant>.

The amount of these student-driven awards may not exceed \$1,000 each. While proposed projects should primarily focus on AODA, they may also address its relationship to other related youth risk behaviors such as: violence, bullying, traffic, bicycle and pedestrian safety, tobacco/e-cigarette use, suicide, and sexual risk behavior. Students should be directly responsible for the planning process as well as the implementation, although adult advisors may guide the students through these processes as appropriate. Only one award may be granted to any student group, although districts and/or buildings may submit multiple proposals. Your district's AODA coordinator may have resources, as well as provide valuable assistance, to enable your students to write competitive mini-grant proposals.

DPI's Peer-to-Peer Suicide Prevention Grant

More information is coming soon! We are currently preparing the 2021-22 Peer-to-Peer Suicide Prevention Grant Program, information regarding this program will be accessible on DPI's [Youth Suicide Prevention page](#).

State Grants in Progress

School-Based Mental Health Services Grant

The 2021-2023 School-Based Mental Health Services Grants have been awarded. One hundred and fifty-three grants were awarded to Wisconsin school districts and charter schools in the amount of \$10 million for two years. Aligned with the state's biennial budget cycle, the next round of grant competition will occur in 2023.

Alcohol and Other Drug Abuse (AODA) Program Grant

This two-year grant will be used by public school districts in Wisconsin to provide a myriad of supports and interventions in order to develop and deliver a comprehensive K-12 AODA program. Programming which may be supported by the grant includes: curriculum delivery, staff training, peer-to-peer program support and parent and community activities. Areas which may be addressed by the grant include: AODA, bullying/violence prevention, tobacco/vaping prevention and Alcohol Traffic Safety. This year a total of \$908,906 was allocated to 48 projects representing 61 school districts, including five consortium projects. This is a funding rate of 92% of the districts seeking funds, totaling 86% of the dollars requested by all applicants. Grantees receive first and second year funding of equal amounts. Supporting documents, forms and resources can be found on the [AODA webpage](#).

Federal Grants in Progress

School-Based Mental Health Professionals Grant

Funded by the U.S. Department of Education for five years through 2025. The purpose of this project is to increase the number of school-based mental health service professionals through a multi-faceted approach. The Federal School-Based Mental Health Professionals (SBMHP) Grant Project will use federal funds to expand pathways with contracted University of Wisconsin programs for aspiring school counselors, school psychologists and school social workers to become licensed school-based mental health professionals with the goal of reducing pupil to pupil service professional ratios. This expansion includes using funds to recruit, expand online programming, remove barriers for potential students and assist in placing and retaining licensed professionals in LEAs with demonstrated need. Project activities will prioritize attracting individuals who reflect the racial and ethnic diversity of the local population of the LEA's community. This project will be a collaborative effort with stakeholders at the state and local level. For more information on the School-Based Mental Health Professionals Project reference the [Federal School-Based Mental Health Professionals Grant Program page](#).

Project AWARE Grant

A second AWARE grant was funded by SAMHSA for \$9 million for five years through 2024. The purposes of this project are to: 1) increase the capacity for schools to respond to onsite mental health crises; 2) increase youth and family voice and authentic engagement; 3) improve cross-system collaboration to improve mental health supports; and 4) increase access/engagement in mental health treatment for children and youth. The focus is on the needs and supports of students, staff, and families in the School District of La Crosse, the Chippewa Falls Area Unified School District, and the Lakeland Area Consortium comprised of five small school districts: Lac du Flambeau #1, Lakeland Union High School, Minocqua J1, Woodruff J1 and North Lakeland, with project innovations and lessons learned available to all schools state-wide. For more information on AWARE contact the Project Coordinator, Molly Herrmann at molly.herrmann@dpi.wi.gov.

School Climate Transformation Grant

This grant was awarded by the U.S. Department of Education, through 2023. The purpose of this funding is to improve school climate across the state by increasing capacity to implement Positive Behavioral Interventions and Supports (PBIS) and Screening, Brief Intervention, and Referral to Treatment (SBIRT) at the high school level. PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. SBIRT is an

efficient, evidence-based, and comprehensive service that addresses selected behavioral health concerns among adolescents (e.g., alcohol/other drug involvement), and is often implemented by pupil services professionals.

Over the course of the project, DPI hopes to support 150 high schools in reaching PBIS fidelity, implementing SBIRT with fidelity, or reaching PBIS fidelity and implementing SBIRT. Participating schools collect Youth Risk Behavior Survey and Department of Education School Climate Survey data from students and staff each year. This data will be used to better understand the impact of implementing SBIRT and PBIS on school climate.

Participating schools receive free training, ongoing coaching/implementation support, and funding. For more information, contact Liz Krubsack, School Mental Health Consultant at elizabeth.krubsack@dpi.wi.gov or check out the WISH Center's [School SBIRT website](#)