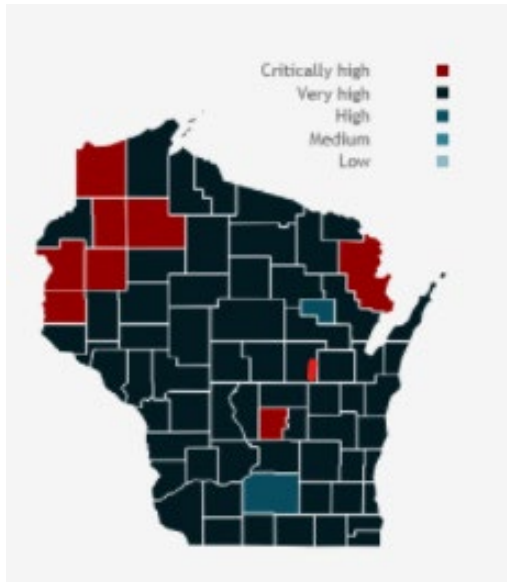


School Nurse UPDATE



#7 November 18, 2021

Greetings!

I am hoping to post this issue early so that you have one more reminder of the **DHS/DPI joint webinar the afternoon of November 18th**. This webinar targets school stakeholders, public health departments, and school nurses. See DPI News for more information. The DPI News section contains numerous announcements on updated guidance and added resources along with a **new Human Growth and Development statute** and a **Live Vape Free program**.

Immediately before the DHS/DPI webinar Asthma & Allergy Network is hosting a **COVID-19: Issues for Infants, Children and Teens webinar** (see p. 9).

I recently attended a meeting of the Wisconsin Association of School Nurses (WASN) board of directors. As the DPI consultant I sit on the board. **WASN is making plans to host an in-person conference this coming spring**. See SAVE THE DATE.

The Wisconsin Department of Health Services continues to encourage Wisconsinites to get a [flu vaccine](#) to help them stay healthy while visiting family and friends this holiday season. See more information under DHS news along with the current **Weekly Respiratory Report** which is **beginning to track influenza cases in Wisconsin** for the first time in almost two years.

The **CDC recently lowered the blood lead reference value** paving the way for children with blood lead levels between 3.5 µg/dL and 5 µg/dL to receive prompt actions to mitigate health effects and control sources of exposure (see p. 9).

PRACTICE POINTS addresses battle weary school nurses while providing a recipe for resiliency.

Louise

FEATURED STORIES

PRACTICE POINTS – A Recipe for the Battle Weary

Internet Crimes Against Children (p. 5)

Native American Week (p. 10)

Do Nurses Have a Legal Responsibility to Correct a Doctor's Mistake? (p. 11)

Free Self Study Module on Diabetes (p. 12)

SAVE THE DATE

WASN Spring Conference-
April 27-29, 2022 - Green Bay, WI

Building the Heart of Successful Schools –
December 2-3, 2021.
Registration now open.

Next DiSH-WI Session –
December 15, 2021

DPI News

Revised Logistical Considerations for Hosting STUDENT School-located COVID Vaccinations Clinics

DPI's [Logistical Considerations for Hosting STUDENT School-located COVID Vaccinations Clinics](#) was updated again on November 11, 2021, to include new resources from the CDC and DHS. The document includes a sample letter created by DHS that districts may use if they choose to promote vaccinations to parents and families.



Joint Webinar for Public Health and School Stakeholders

The Department of Public Instruction (DPI) and the Department of Health Services (DHS) invite you to a joint webinar for local public health and school stakeholders on Thursday, November 18, from 4:00–5:00 p.m. This webinar is an opportunity to hear from State experts regarding CDC and DHS guidance for schools.

This webinar is an opportunity to hear from State experts regarding CDC and DHS guidance for schools and updated information on COVID-19 vaccination for school-aged children. Presenters will include pediatrician Dr. Jasmine Zapata Chief Medical Officer and State Epidemiologist for Community Health within the Bureau of Community Health Promotion at the Wisconsin Department of Health and Louise Wilson, DPI school nurse consultant. Other subject matter experts will also be available to answer your questions.

Please [register in advance](#) of the webinar. A Zoom link and call-in information will be provided upon registration. The webinar will be recorded and made available on the DHS website.

The final 2021 webinar will be held on Wednesday, December 15, from 4:00–5:00 p.m.

In accordance with previous communications, an additional bulletin will be sent prior to each webinar with presenter and registration information. Please register in advance for each webinar.

New Statute Regarding HG&D

[Senate Bill 555](#), now 2021 Wisconsin Act 90, adds required content to school district curriculum on human growth and development regarding the Safe Haven law, if a school board provides a human growth and development instructional program.

The document includes a sample letter created by DHS that districts may use if they choose to promote vaccinations to parents and families.

DPI News



Updated COVID-19 School Health Services Resources

In addition to updating DPI's [Logistical Considerations for Hosting STUDENT School-Located COVID-19 Vaccination Clinics](#) on November 11, 2021, the following resources have been added to the Vaccination tab on the [COVID-19 School Health Services webpage](#):

- [FAQ for School Leaders: Successful Strategies for Vaccination in School Settings](#)
- [Kaiser Permanente and National Association of School Nurses \(NASN\): Managing a COVID-19 Vaccine Clinic at a School Site](#)
- [COVID-19 Vaccination for Children Under 12: How schools can prepare to be vaccination sites](#)
- [Communication Strategies for Promoting COVID-19 Vaccination in Schools](#)
- [School-Located Vaccination Clinics: Best Practices for School Districts](#)
- [How Schools Can Support COVID-19 Vaccination](#)
- [COVID-19 For Ages 5 and Older: What Parents and Guardians Should Know](#)

Register Now for the Building the Heart of Successful Schools Conference

The 2021 Building the Heart of Successful Schools (BHSS) Conference will be an all virtual event this year, held on December 2-3, 2021. Conference sectional topics will include: preventing ATOD (Alcohol, Tobacco, and Other Drugs), mental health, restorative practices, health, school safety and violence prevention, social emotional learning, and more.

Pre-Conference sessions will be available on Wednesday, December 1, 2021 (registration is open):

- Anti-Human Trafficking Video Facilitation Guide and Lessons - Training for School Staff and Other Professionals Supporting Anti-Trafficking*
- Meditation Training: Training the Mind for Performance and Well-Being - Chad McGehee, Meditation Educator & Coach, Inner Edge Meditation*

Additional information on [keynotes](#), live sessions, and pre-recorded sessions for the full conference, along with registration information, is available on the [WISH Center's BHSS webpage](#).

Conference sectional topics include preventing ATOD (Alcohol, Tobacco, and Other Drugs), mental health, restorative practices, health, school safety and violence prevention, social emotional learning, and more.

DPI News



WI 21st CCLC Grant Applications Available

The Wisconsin Department of Public Instruction (DPI) is pleased to announce that the application for the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant competition is available to apply for funding beginning in the 2022-23 school year. The 21st CCLC grant is a federal grant that funds before-school, after-school, and summer programs across Wisconsin.

The purposes of the program are to:

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

Public school districts, private schools, charter schools, and community-based organizations (including faith-based organizations) targeting students enrolled in schools eligible for Title I schoolwide programs are invited to apply. Learn more by watching the [Introduction to Wisconsin 21st Century Community Learning Centers video!](#)

Applications are due on or before 4:00 p.m., January 28, 2022. More information and application materials are available on the DPI's [21stCCLC Competition website](#).

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

The DPI will be hosting web-based workshops to assist writers in developing grant applications. Information about the workshops is available on DPI's [21st CCLC Competition website](#).

For additional information, please contact [Teri LeSage](#) at (608) 267-5078, [Tanya Morin](#) at (608) 267-9393, or [Alison Wineberg](#) at (608)267-3751.

The 21st CCLC grant is a federal grant that funds before-school, after-school, and summer programs across Wisconsin.



DPI News

Internet Crimes Against Children

The Wisconsin Department of Justice (DOJ) offers state-wide Internet Crimes Against Children (ICAC) specific victim services support. There has been an increase in the number of youths engaging in risky online behavior over recent years. The victim services team provides support to both youth and adult survivors of technology facilitated crimes against children and addresses the unique needs victims of technology facilitated crimes experience. If this is something you are experiencing in your school, know there are resources to help you support these young people.

As part of their programming, the victim service specialists provide support throughout criminal investigations, assist youth and families with removal of photos and videos from the Internet, educate professionals and parents about ICAC victimization and online safety, and facilitate trauma-informed safety talks with students engaging in risky behaviors online.

Attached to this newsletter is an ICAC victim services brochure which can be shared with families as a resource. The specialists are happy to serve as contacts to discuss situations you might have and provide additional support, information, and resources.

For more information about the ICAC Victim Services Program or to contact them about a referral or discuss a case, please email them at ICACServices@doj.state.wi.us.

Live Vape Free

The Live Vape Free program, which is funded by the Wisconsin Tobacco Prevention and Control Program, provides texting support to teens (ages 13-17) who are addicted to vaping and want to quit. Teens can access the program for free by texting VAPEFREE to 873373. The program helps teens determine their motivation for quitting, features interactive quizzes and other materials, provides personal coaching to help them quit, and works with them to ultimately set a quit date.

One in five Wisconsin high school students currently uses e-cigarettes, and 40 percent of Wisconsin high school students who use tobacco products want to quit. This means there's a strong need for a program like Live Vape Free that gives teens the support they need to quit e-cigarettes for good.

In addition to the teen text line, educators, parents, guardians, and other adults who want to help a teen in their life quit e-cigarettes can enroll in a free online course through Live Vape Free. Throughout the course, visitors learn about warning signs of youth use, and get tips for talking to youth about e-cigarettes. Adults can enroll in the course at www.dhs.wisconsin.gov/vapefree (redirect URL).

Please consider sharing information on Live Vape Free with the middle and high schools in your district. Flyers for both the teen text line and adult online course are attached to this newsletter. These flyers can be printed and displayed in hallways, offices, or wherever teens or school staff/visitors will see them. Other ways you can spread the word on Live Vape Free include:

- Sharing information on Live Vape Free with your colleagues and staff list-servs
- Encouraging your school/district to share information on Live Vape Free through social media
- Urging your school/district to send information on Live Vape Free to parents and guardians through their list-servs and emails

Please let Tacara Lovings, tacara.lovings@dpi.wi.gov, know if you have questions about Live Vape Free or the tobacco prevention and control support DPI can provide.

DPI News

Return to School Roadmap: Developing and Implementing IEPs in the Least Restrictive Environment: When an IEP must be in effect

On September 29, the U.S. Office of Special Education and Rehabilitative Services (OSERS) released the second [Return to School Roadmap, which focused on Developing and Implementing IEPs in the LRE](#). We have also updated our [COVID-19 Special Education Question and Answer Document](#) to include and cross-reference this additional information. We recommend you and your staff review this document, and we are highlighting some key bits of information for you. This week, we focus on when an IEP must be in effect.

- ❑ The cornerstone of IDEA is the entitlement of each eligible student with a disability to a free, appropriate public education (FAPE) that emphasizes special education and related services designed to meet the student's unique needs and that prepares them for further education, employment, and independent living. Under IDEA, the vehicle for providing FAPE is through an appropriately developed IEP based on their individual needs. An IEP must include a student's present levels of academic achievement and functional performance and the impact of a student's disability on their involvement and progress in the general education curriculum. IEP goals must be aligned with grade-level content standards for all students with disabilities. The student's IEP must be developed, reviewed, and revised in accordance with the requirements outlined in IDEA in 34 C.F.R. §§ 300.320 through 300.328 and Wis. Stat. § 115.787. (Introduction, Section A).
- ❑ Each LEA shall have an IEP in effect for each student with a disability at the beginning of each school year (34 CFR § 300.323[a]; Wis. Stat. § 115.787[1]). To ensure that an appropriate IEP is in place, the LEA may need to convene an IEP team meeting prior to the start of the school year to determine whether any IEP revisions are needed. 34 C.F.R. § 300.324(b)(1). For example, if the LEA conducts the IEP team meeting prior to the beginning of a school year, it must ensure that the student's IEP contains the necessary special education and related services and supplementary aids and services to ensure that the IEP can be appropriately implemented once the school year begins. (Question A-1).
- ❑ The IEP team must review the student's IEPs periodically, but at least annually, to determine whether the annual goals are being achieved; and revise the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate; the results of any reevaluation; information about the student provided to, or by the parents; the student's anticipated needs; or other matters. (34 C.F.R. § 300.324[b][1]; Wis. Stat. § 115.787[4][a]). If the student's IEP has been reviewed at least annually and neither the LEA nor the parent believes it is necessary to review those decisions prior to the beginning of the school year, the LEA does not need to reconvene another IEP Team meeting before the beginning of the school year. (Question A-2).



The [Weekly Respiratory Report](#) for the week ending on October 30, 2021, (Week 43) is now published.

Increased Incidence of Multi-System Inflammatory Syndrome in Children

DHS has issued [DPH Numbered Memo BCD 2021-09](#) on the increased incidence of Multi-System Inflammatory Syndrome in Children. This memo includes information for Wisconsin clinicians, hospitals, clinics, and local and tribal health departments.

New Resources on Respiratory Viruses Now Available

The Department of Health Services (DHS) has released a [Respiratory Virus website](#) with links to new printable resources and website content on viruses including parainfluenza, human metapneumovirus, rhinovirus and enterovirus. New and updated webpages contain information on signs and symptoms of illness, seasonality, prevention, treatment, and resources for health care providers.

While most people will only experience mild to moderate symptoms from a respiratory virus, some people may get seriously ill or even die. DHS has released a [new webpage](#) containing information on what it means to be at higher risk of becoming severely ill from a wide variety of communicable diseases, including those caused by respiratory viruses

Don't Let the Flu Stop You This Holiday Season

The Wisconsin Department of Health Services (DHS) continues to encourage Wisconsinites to get a [flu vaccine](#) to help them stay healthy while visiting family and friends this holiday season. The flu vaccine is the best tool to protect yourself and your loved ones from becoming ill with the flu. Getting your flu vaccine at least two weeks before a gathering gives your body time to build the immunity it needs to fight infection.

“This year, it is critical to make sure you and your family are protected,” said Dr. Jasmine Zapata, Chief Medical Officer in the DHS Bureau of Community Health Promotion. “Research shows that getting your flu vaccine can reduce rates of hospitalizations, prevent illness and missed work, and save lives – including for children.”

The flu vaccine is safe and effective and is recommended for people ages six months and older. Flu vaccination is especially important for people who are younger than 5 years old, over the age of 65, pregnant, or have a chronic health condition. But it is also important for others to get the flu vaccine to protect themselves, avoid spreading the flu to more vulnerable family members and friends.

[View the entire news release](#)

The Wisconsin Department of Health Services (DHS) continues to encourage Wisconsinites to get a [flu vaccine](#) to help them stay healthy while visiting family and friends this holiday season.

DHS News

Office of Children's Mental Health Focuses on Supporting Parents Under Stress

Office of Children's Mental Health announced the publication of a new fact sheet, [Supporting Parents Under Stress](#), and what our communities, schools and providers can do to make a difference.

Parents' stress levels are one of the main predictors of a child's stress, well-being, and behavior. The COVID-19 pandemic and related disruption have placed enormous stress on families. Supporting parents is one of the most effective ways to support children's mental health.

During the Pandemic:

- More than half of mothers of young children (51%) reported frequent or constant loneliness.
- Virtual school, childcare closures or disruptions, and ongoing student quarantines all present challenges to working parents. Nationally, families of color have taken the biggest hit to their jobs and incomes. Parents who are facing economic or health problems face particularly high levels of stress.
- Focus groups with Wisconsin parents highlighted the stress of meeting basic needs, accessing mental health and addiction support, and finding spaces where their kids can be safe, included and connected—especially for rural families and families of color.

What We Can Do

Parents

- Realize that you are not alone.
- Ask for help if you need it: Call 211 or the [Family Resource Centers](#) for help meeting your family's basic needs like housing, food, and health care.
- Get help with your kids' mental health or behavior problems by asking your pediatrician or a school counselor.
- Take care of yourself: exercise (even a few minutes), listen to music or consult the [OCMH Feelings Thermometer](#) for more ideas.

Communities

- Embrace parenting networks like the [Parenting Network Parent Helpline](#).
- Support intergenerational spaces and initiatives where older adults can connect with kids or advise and support younger parents.

Employers

- Provide employees with flexibility to meet their caretaking obligations.
- Disseminate information about resources for parents.

Policymakers

- Support family leave policies.
- Provide adequate funding and support for childcare, especially in parts of the state with the greatest need.

See the [complete fact sheet](#)

See [previous fact sheets](#)

CDC

CDC Updates Blood Lead Reference Value to 3.5 µg/dL

Lowering the blood lead reference value (BLRV) paves the way for children with blood lead levels between 3.5 µg/dL and 5 µg/dL to receive prompt actions to mitigate health effects and control sources of exposure.

The Centers for Disease Control and Prevention (CDC) has updated its [BLRV](#) from 5 µg/dL to 3.5 µg/dL in response to the [Lead Exposure Prevention and Advisory Committee \(LEPAC\)](#) recommendation made on May 14, 2021.

The BLRV is based on the 97.5th percentile of the blood lead level distribution among children 1 to 5 years old in the United States, from the two most recent cycles of data from the [National Health and Nutrition Examination Survey \(NHANES\)](#). Thus, based on NHANES data from 2015–2018, CDC accepted the LEPAC's recommendation to update the BLRV to 3.5 µg/dL.

CDC encourages healthcare providers to use the updated reference value to identify children at risk. CDC's [recommended actions based on blood lead level](#) outline what you can do to treat children with blood lead levels that are higher than most U.S. children's levels.

The following resources may provide some helpful information about the updated BLRV:

- [Blood Lead Reference Value](#)
- [Recommended Actions Based on Blood Lead Level](#)
- [Standard Surveillance Definitions and Classifications](#)

In addition, an MMWR Policy Note titled, "Update of the Blood Lead Reference Value - United States, 2021" is available at [Morbidity and Mortality Weekly Report \(MMWR\) | MMWR \(cdc.gov\)](#).

For questions or more information, contact LeadInfo@cdc.gov.



CDC encourages healthcare providers to use the updated reference value to identify children at risk.

Asthma & Allergy Network

COVID-19: Issues for Infants, Children and Teens

Thursday, Nov. 18, 3:00 p.m. CST

How has the COVID-19 virus and vaccine availability impacted infants, children and teenagers? We look at the science with board-certified allergist and COVID-19 vaccine researcher Purvi Parikh, MD. We'll also be joined by Allergy & Asthma Network President and CEO Tonya Winders. Register at: [allergyasthmanetwork.org/webinars-updates/...](https://allergyasthmanetwork.org/webinars-updates/)

CDC Healthy Schools

November Is Native American Heritage Month

[Native American Heritage Month](#) began as an effort to recognize the significant contributions that American Indians, Alaska Natives, and Native Hawaiians have made to our country. In 1990 President George H. W. Bush approved a joint resolution designating November 1990 “National American Indian Heritage Month.” Similar proclamations, under variants on the name (including “Native American Heritage Month” and “National American Indian and Alaska Native Heritage Month”) have been issued each year since 1994.

[The Star Collection books](#) for young American Indian and Alaska Native (AI/AN) readers celebrates feeling connected to culture and community and having positive relationships that are safe, stable, and nurturing. *The Star Collection* was inspired by CDC’s *Eagle Books*. Two stories—*The Friendship Makers* and *The Stars That Connect Us*—are available now.



[Community Protectors: Children Help Communities Stay Safe from COVID-19](#) is a youth coloring book available for [free download](#) that can be used to teach children—specifically, AI/AN children ages 5-10—on ways they can stay safe and help protect their communities from the spread of COVID-19.

[E-Cigarette Collection and Disposal in Schools: ABCs and FAQs](#)

Wednesday, November 17, from 2-3:30 pm EST

The Community Anti-Drug Coalitions of America’s (CADCA) [Geographic Health Equity Alliance \(GHEA\)](#) is partnering with the [Public Health Law Center](#) to present a webinar that will discuss the hazardous waste status of e-cigarettes and the potential dangers of “vape drop boxes.” The webinar also will highlight some local and state efforts being pursued in Colorado, Utah, and California, and discuss best practices that schools and other public entities can adopt to handle and regulate these products.



Native American Heritage Month began as an effort to recognize the significant contributions that American Indians, Alaska Natives, and Native Hawaiians have made to our country.

NASN News

School nurses' moral distress amid COVID-19

"School nurses have been working to protect the lives of students, faculty, and school staff since the onset of the COVID-19 pandemic. They served the public in high-risk environments that threatened their health and the health of their families. Nurses across the country are working triple-duty—helping their school districts interpret ever-changing guidelines, conducting contact tracing, and COVID-19 testing—all while attending to the responsibilities of their pre-pandemic roles. Frequent news articles and photos of school nurses at the forefront of the COVID-19 battle demonstrate the public, media, and local officials respect and understand the expertise, commitment, and leadership of their community's school nurses." [Read more.](#)



The short answer to whether nurses should be their patient's advocate when it comes to a doctor's error is yes, if the nurse knows or should know that the physician has made a mistake and the error is likely to cause an injury to a patient.

Medscape Nurses

Do Nurses Have a Legal Responsibility to Correct a Doctor's Mistake? **Carolyn Buppert, MSN, JD**

The short answer to whether nurses should be their patient's advocate when it comes to a doctor's error is yes, if the nurse knows or should know that the physician has made a mistake and the error is likely to cause an injury to a patient. [Read more.](#)

CNS Autoimmunity After COVID in Teens?

"Overall, these findings indicate that severe neuropsychiatric symptoms can occur in the setting of pediatric COVID-19, including patients who lack many of the cardinal systemic features. These data highlight the possibility of SARS-CoV-2 neuroinvasion and/or CNS autoimmunity in pediatric patients with COVID-19 and neuropsychiatric symptoms." [Read more.](#)

The Impact of COVID-19 on the Nursing Workforce

The COVID-19 pandemic has had a significant and negative impact on the nursing workforce. Immediate and long-term actions must be taken to mitigate the adverse effects of the pandemic. Understanding these effects in various contexts is essential to conduct research, implement innovative interventions, and create supportive policies. [Read more.](#)

Miscellaneous



Universal masking, immunization top two strategies for safe in-person school: AAP

"Schools need to take a multipronged, layered approach to reduce the risk of COVID-19 transmission among students, teachers and staff so that in-person learning is safe and possible. As part of that approach, universal masking and immunizations are the most important risk mitigation strategies. These recommendations are included in the AAP's updated [COVID-19 Guidance for Safe Schools and Promotion of In-Person Learning](#). The interim guidance is designed to help support communities, local education and public health leaders, and pediatricians who collaborate with schools....Schools should consider following these key principles to mitigate risk during the pandemic: (Includes a list) - School nurses and school health personnel should not be the default to provide school-based COVID-19 testing or contact tracing." [Read more..](#)

COVID Vaccine Facts for Nurses

The COVID Vaccine Facts for Nurses [site](#) is designed to provide you with critical information and expert perspectives about the safety, efficacy, and importance of vaccines—to help you make decisions for yourselves and inform and counsel both your patients and the communities you serve. No matter what questions you have or how you prefer to learn about the COVID-19 vaccines, we have something for you.

Supporting and modeling respect for individuals with chronic diseases is part of the role of any nurse, but especially school nurses.

Wisconsin Nurses Association

WNA is offering a free self-study module regarding Diabetes Self Management Education and Support Services (DSMES) for healthcare providers. The 2.0 CE module is available through 12/31/2022. To learn more about the self-study module, please click [here](#).

Supporting and modeling respect for individuals with chronic diseases is part of the role of any nurse, but especially school nurses. [This resource](#) talks about the person first who happens to also have diabetes. Language really does matter.

Science Brief: SARS-CoV-2 Infection-induced and Vaccine-induced Immunity

<https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/vaccine-induced-immunity.html>

Available evidence shows that [fully vaccinated](#) individuals and those previously infected with SARS-CoV-2 each have a low risk of subsequent infection for at least six months. Data are presently insufficient to determine an antibody titer threshold that indicates when an individual is protected from infection. At this time, there is no FDA-authorized or approved test that providers or the public can use to reliably determine whether a person is protected from infection.

- The immunity provided by vaccine and prior infection are both high but not complete (i.e., not 100%).
- Multiple studies have shown that antibody titers correlate with protection at a population level, but protective titers at the individual level remain unknown.
- Whereas there is a wide range in antibody titers in response to infection with SARS-CoV-2, completion of a primary vaccine series, especially with mRNA vaccines, typically leads to a more consistent and higher-titer initial antibody response.
- For certain populations, such as the elderly and immunocompromised, the levels of protection may be decreased following both vaccination and infection.
- Current evidence indicates that the level of protection may not be the same for all viral variants.
- The body of evidence for infection-induced immunity is more limited than that for vaccine-induced immunity in terms of the quality of evidence (e.g., probable bias towards symptomatic or medically-attended infections) and types of studies (e.g., observational cohort studies, mostly retrospective versus a mix of randomized controlled trials, case-control studies, and cohort studies for vaccine-induced immunity). There are insufficient data to extend the findings related to infection-induced immunity at this time to persons with very mild or asymptomatic infection or children.

Substantial immunologic evidence and a growing body of epidemiologic evidence indicate that vaccination after infection significantly enhances protection and further reduces risk of reinfection, which lays the foundation for CDC recommendations.

Laboratory-Confirmed COVID-19 Among Adults Hospitalized with COVID-19-Like Illness with Infection-Induced or mRNA Vaccine-Induced SARS-CoV-2 Immunity – Nine States, January–September 2021

<https://www.cdc.gov/mmwr/volumes/70/wr/mm7044e1.htm>

Among COVID-19–like illness hospitalizations among adults aged ≥ 18 years whose previous infection or vaccination occurred 90–179 days earlier, the adjusted odds of laboratory-confirmed COVID-19 among unvaccinated adults with previous SARS-CoV-2 infection were 5.49-fold higher than the odds among fully vaccinated recipients of an mRNA COVID-19 vaccine who had no previous documented infection (95% confidence interval = 2.75–10.99).

What are the implications for public health practice? All eligible persons should be vaccinated against COVID-19 as soon as possible, including unvaccinated persons previously infected with SARS-CoV-2.

PRACTICE POINTS

By Louise Wilson

A Recipe for the Battle Weary

My inbox is full of emails and stories of school nurses battling with parents over the COVID public health measures put in place to protect children, theirs and other's. I hear from Wisconsin school nurses and nationally via my state school nurse consultant colleagues and list serves, that this academic year is worse for school nurses than the previous two years. We opened schools in Wisconsin amid a Delta surge and the ever-growing politicization of public health and rejection by some of science and evidenced-based best practices.

Unlike you, I am not on the front lines of those battles. I've never worked as a school nurse during this SARs-CoV2 pandemic. I admittedly have not spent hours, days, and nights doing contact tracing. I am not hounded at the grocery store or smeared on social media. But, as school nurse/health services consultant at the Department of Public Instruction, I am in this battle with you. I've talked with both angry and scared parents. I've written and revised documents knowing that they might be ignored. Admittedly, like many of you I am a little battle worn.

We all need respite and encouragement. I have arranged for my respite. I am looking forward to taking my first real time off since June 2019. I'll be off the entire weeks of both the Thanksgiving and Christmas/Winter Break holidays. I share that, so if you have questions or need resources, you can contact me ahead of time or understand my responses upon my return will be delayed. I also want to model honesty and self compassion. I need a break. I need to fill my emotional bucket so I can continue to fight the good fight at the state level.

Filling our emotional buckets will look different to all of us.

I have two suggestions for Wisconsin school nurses. One is [this Jamboard](#). I invite school nurses to post something that brings them joy. Not only may reflecting on what to post benefit you but reading others' posts will hopefully bring a smile to your face! I will keep the Jamboard up throughout the winter so we can come back to it, add more moments of joy and reflect.

The second "activity" I recommend to Wisconsin school nurses is one I learned about in a meeting of our Student Services Prevention Wellness team here at DPI. This activity involves writing yourself a "future" letter. (<https://www.futureme.org/>)



As school nurse/health services consultant at the Department of Public Instruction I am in this battle with you. Admittedly, like many of you I am a little battle worn.

You can write the letter to be sent (emailed) to you a week from now or months/years from now. I encourage you to write a letter describing what you have accomplished and did well this past week/month/throughout the pandemic. Be **gentle**, give yourself **grace**, demonstrate **gratitude**. These are all **ingredients for self-compassion and building resiliency**, personal and professional. Otherwise, Wisconsin school nurses I fear are on a trajectory for being overwhelmed and completely burned out by the end of this school year.

For Wisconsin school nurses to not only survive but somehow thrive during these unprecedented times, we need to continue to booster ourselves and each other. Take advantage of the DPI school nurse networking meetings, any school nurse networking meetings being held in your area, and next spring's Wisconsin Association of School Nurses' conference. Don't be afraid to admit when you need respite and fill your bucket. Then make arrangements to do so.

You don't need anyone's permission to care for yourself, but if it helps, you have mine!

Happy Thanksgiving!

For Wisconsin school nurses to not only survive but somehow thrive during these unprecedented times, we need to continue to booster ourselves and each other.



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>
November 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.



Dates and Times:

Training Sessions:

September 28, 2021 -- 9am-11am
 December 1, 2021 -- 9am-11:30am
 BHSS Preconference Session
 December 14, 2021 -- 9am-11:30am
 February 1, 2022 -- 1-3:30pm
 May 3, 2022 -- 9-11:30am

Booster Sessions:

October 7, 2021 -- 1pm-2pm
 December 10, 2021 -- 12 noon-1pm
 January 24, 2022 -- 11:30am-12:30pm

-----Register for only one session-----

The link to the online Zoom session will be emailed to you approximately one week before the session.

Sessions facilitated by: Julie Incitti, Asia Jackson and Corrie Warning

Session questions? Contact:

Julie Incitti, School Social Work Consultant, WI DPI julie.incitti@dpi.wi.gov; (608) 266-0963

Jackie Schoening, Regional Coordinator, WISH Center
jschoening@cesa6.org; (920) 236-0515

Event Fee:

FREE--Sessions are not recorded. To continue to provide this training free, please only register if you are able to attend the session date.

Funded by the WI Department of Public Instruction, and Department of Children and Families, and the WISH Center. In an effort to reach all interested parties, there is no fee, but registration is required.

Min/Max # Participants: 15/100

Registration Assistance:

Mary Devine, CESA #4
(800) 514-3075; mdevine@cesa4.org



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI)

(Online) Anti-Human Trafficking

VIDEO FACILITATION GUIDE AND LESSONS - TRAINING FOR SCHOOL STAFF AND OTHER PROFESSIONALS SUPPORTING ANTI-TRAFFICKING

This 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 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.

Pre-work--Participants are expected to review the following materials prior to the training session and come prepared to discuss them.

- Anti-Human Trafficking 101: Anti-Human Trafficking Intro for School Staff [Antihuman Trafficking Basics for School Staff Recorded Interview Video Link](#)
- [Anti-human Trafficking Basics for School Staff Recorded Interview Handout](#)
- Mandated Reporter Training: [Indicator and Response Guide](#) Online Module related to Making a Report of Suspected Sex Trafficking

Online Registration for Training Sessions

September 28, 2021 -- 9am-11:00am; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=28553>

December 1, 2021 -- 9am-11:30am; ONLINE--ZOOM *BHSS PRECONFERENCE SESSION*

<https://login.myquickreg.com/register/event/event.cfm?eventid=30510>

December 14, 2021 -- 9am-11:30am; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30507>

February 1, 2022 -- 1pm-3:30pm; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30508>

May 3, 2022 -- 9am-11:30am; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30509>

ANTI-HUMAN TRAFFICKING FACILITATOR BOOSTER

This session is for individuals who have completed the Anti-Human Trafficking Training of Trainers 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 an informal opportunity to ask questions about facilitating the lessons, share best practices with one another, and re-familiarize yourself with the youth lesson materials.

Online Registration for Booster Sessions

October 7, 2021 -- 1pm-2pm; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30514>

December 10, 2021 -- 12 noon-1pm; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30515>

January 24, 2022 -- 11:30am-12:30pm; ONLINE--ZOOM

<https://login.myquickreg.com/register/event/event.cfm?eventid=30516>

Resources

WI DOJ Office of Crime Victim Services Homepage

www.doj.state.wi.us/ocvs

WI ICAC Homepage

ICAC.widoj.gov

National Center for Missing and Exploited Children

www.missingkids.org/

Content Removal

www.missingkids.org/gethelpnow/cybertipline

VINE Link: Victim Notification Network

www.vinelink.com/#state-election

2.1.1: Comprehensive Source for Local Social Services

www.211.org/

Notes:

This project is supported by Victims of Crime Act Subgrant No. 2018-VO-01-15948 awarded by the Wisconsin Department of Justice Office of Crime Victim Services under a grant from the U.S. Department of Justice Office for Victims of Crime.

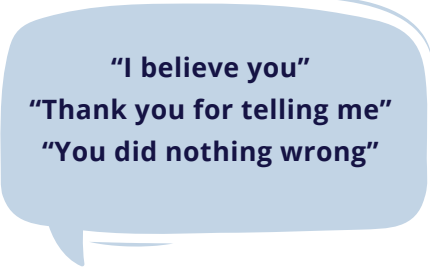


Wisconsin Internet Crimes Against Children Victim Services

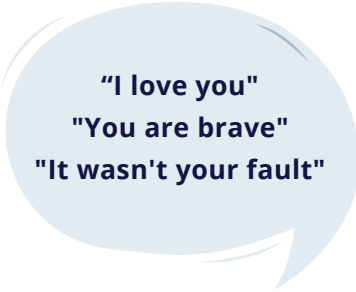
Wisconsin Department of Justice
ICACservices@doj.state.wi.us

For Parents/Guardians

As a parent/guardian, it can be difficult to know where to start. Many share the fear of not knowing the “right” thing to say. Statements that validate and support are always a safe place to start and can remind your child that they are **loved, heard, and safe.**



“I believe you”
“Thank you for telling me”
“You did nothing wrong”



“I love you”
“You are brave”
“It wasn't your fault”

Encourage your child to talk/ask questions.

If they feel they may upset you, let them know it's okay to tell you about all their feelings, even the bad ones.

Reinforce positives.

Remind your child of their strengths.

Take care of yourself.

Remember to practice self-care so you can continue to support your child. It is okay to seek counseling or support for yourself.

It's okay if you don't have all the answers.

Reassure your child that whatever happens next, you will face it together.

Be mindful of what you say around your child.

A statement made from frustration or your own personal thoughts, can be harmful (ex: his/her life is ruined, etc.).

Reassure them they did nothing wrong.

Many tend to blame themselves for what happened. If your child feels responsible, reassure them it was not their fault.

Common Reactions

It can be difficult to talk with your child about how they are feeling after being victimized. Youth can have a variety of reactions and often act out their feelings rather than talking about them.

Physical

Head or stomach aches, sleep disturbances, changes in appetite, inability to focus, weight gain or loss

Emotional

Sadness, depression, outbursts, fearfulness, mood swings, anxiety, suicidal thoughts

Behavioral

Sudden behavioral changes, increased irritability, increased or a change in risk taking behaviors (alcohol or drug use, self-harming behaviors, talking to strangers online, sexting), reverting to behaviors they have outgrown (ex: bedwetting)

Help is available. If your child is having thoughts of hurting themselves or someone else, seek evaluation at the nearest emergency room or call 9-1-1.

Online Safety

Protecting children online is about creating and maintaining open lines of communication. Talk with your children about dangers and risks online, apps they use, and people they communicate with. Set family guidelines such as no-electronics zones (bathrooms and bedrooms after a certain time), know your child's account information (screen names, passwords, usernames), and have computers in common areas of the home.

To learn more about safety recommendations or resources, please visit our website at ICAC.widj.gov



**BUILDING THE HEART OF
SUCCESSFUL SCHOOLS**
PRE-CONFERENCE DECEMBER 1, 2021

*Meditation Training: Training the
Mind for Performance and Well-Being*

Presented by Chad McGehee
Meditation Educator & Coach, Inner Edge Meditation

8:30am-11:30am, Wednesday, December 1, 2021

(Online) Zoom link will be emailed to registrants
approx. 1 week in advance

In this workshop participants will learn, train and think through how to apply mindfulness and meditation to their unique performance and well-being goals. Participants will explore how to use meditation practices to build upon their knowledge of traditional Social Emotional Learning and self-care. Participants will leave with a plan on how to continue to apply meditation to impact the performance and wellbeing of themselves and those around them such as fellow educators, students, families and the community.

Event Fee: \$50.00

Click the link below to register for this session, by November 22nd.

<https://login.myquickreg.com/register/event/event.cfm?eventid=30757>