School Nurse Bootcamp:
The Suite Between Health and Education

Presented by ISBE's Wellness Team
August 2, 2021

Equity ● Quality ● Collaboration ● Community
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ISBE Goals

GOAL 1
Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

GOAL 2
All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

GOAL 3
Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

For more information, visit www.isbe.net/strategicplan
ISBE Vision & Mission

Vision:

Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.

Mission:

Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.
Questions

• Questions welcomed during the live presentation, enter them into the question box.

• A compiled FAQ document, Power Point, and webinar recording will be made available on ISBE’s School Health Webpage.
Purpose

This webinar explores school health office personnel’s impact on the whole person’s wellbeing and ability to access education. We will examine chronic disease management, asthma action plans, life threatening food allergy action plans, Care of Students with Diabetes Act, Seizure Smart School Act, Individualized Education Plan (IEP) and role of the school nurse.

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Chronic Disease Management

- Case management
- Chronic disease management
- Collaborative care
- Direct care
- Education
- Interdisciplinary teams

- Motivational Interviewing
- Nursing Delegation
- Student Care Plans
- Student-Centered Care
- Student Self-Empowerment
- Transition planning
Chronic Disease Management

• Common chronic diseases in the school setting include:
  – Diabetes
  – Asthma
  – Seizures
  – Life threatening food allergies
Chronic Disease Management

• Topics to consider when managing chronic disease in the school setting
  – Access to Care
  – Barriers to Care
  – Health Disparities
  – Resources
  – Privacy related to chronic conditions

• Other important things to consider
  – Learning differences
  – Accommodations
  – Helping to create a caring and safe school environment
  – Education for the student and family
  – Engaging personnel that will form part of the student’s day to day experience while in the school setting.
Asthma

• What is asthma?
• Medication Administration in School
  – Self carry & self administration
• Asthma and IEPs, 504’s, HCP, Asthma Action Plans
• Emergency Response Protocol
  – asthma_response_protocol.pdf (isbe.net)
• Undesignated asthma medication
Asthma Action Plan

For: ___________________________  Doctor: ___________________________  Date: ___________________________

**Doing Well**
- No cough, wheeze, chest tightness, or shortness of breath during the day or night
- Can do usual activities
- And, if a peak flow meter is used, peak flow: more than 80 percent or more of my best peak flow
- My best peak flow is: ___________________________

<table>
<thead>
<tr>
<th>Medicine</th>
<th>How much to take</th>
<th>When to take it</th>
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Before exercise
- ___ or ___ puffs  5 minutes before exercise

**Asthma Is Getting Worse**
- Cough, wheeze, chest tightness, or shortness of breath, or
- Waking at night due to asthma, or
- Can do some, but not all, usual activities

OR-
- Peak flow: _________ to _________ (60 to 70 percent of my best peak flow)

**First**

Add: quick-relief medicine—and keep taking your GREEN ZONE medicine.

- ___ or ___ puffs every 20 minutes for up to 1 hour

**Second**

If your symptoms (and peak flow, if used) are not relieved, or:

- Continue monitoring to be sure you stay in the GREEN ZONE.

OR-

If your symptoms (and peak flow, if used) do not improve:

1. Take ___ (short-acting beta-agonist) ______ mg per day for ___-10 days
2. Add _____ (oral steroid) ______ mg per day
3. Call the doctor before ___ hours after taking the oral steroid.

**Medical Alert!**

- Very short of breath, or
- Quick-relief medicines have not helped, or
- Cannot do usual activities, or
- Symptoms are same or get worse after 24 hours in Yellow Zone

OR:

- Peak flow: less than 60 percent of my best peak flow

**DANGER SIGNS**
- Trouble walking and talking due to shortness of breath
- Lips or fingernails are blue

See the reverse side for things you can do to avoid your asthma triggers.

For More Information, go to: www.nhlbi.nih.gov

NIH Publication No. 07-5251
April 2007
Life Threatening Food Allergy Action Plan

• What are life threatening food allergies?
• Medication Administration in School
  – Self carry & self administration
• IEPs, 504’s, HCP, Asthma Action Plans
• Guidelines for Managing Life-Threatening Food Allergies in Illinois Schools.
  https://www.isbe.net/Documents/food_allergy_guidelines.pdf
• Undesignated epinephrine medication
Care of Students with Diabetes Act P.A. 96-1485

- Schools **enrolling** a student with diabetes
- (Can be diagnosed at anytime)
- Staff training on general signs and symptoms & emergency care
- Allows student to self-manage and self-carry/-administer meds and treatments if needed
- Recognizes that a school nurse (RN) is best for care of student with diabetes
- Requires a 504 plan
- Authorizes a DCA (delegated care aide)
- Training for the specific student is to be individualized, according to the student’s DMMP, with parent and student
- **Initial instruction by CDE or MD**
- School nurse oversight is inferred
- Staff must volunteer, not be required to accept assignment as DCA
Seizure Smart School Act

105 ILCS 150/1)

Sec. 1. Short title. This Act may be cited as the Seizure Smart School Act.

• Over 200,000 people in the State of Illinois have epilepsy.

• Epilepsy is the fourth most common neurological disorder in the United States
Evaluation for Special Education - Health

• IDEA
• ISBE Rule 226.160 defines the medical review evaluation process
• Components of Medical Review
• Personnel qualified to perform Medical Review
  • Parts 1-4: APN, RN with PEL, with designation, or with baccalaureate; and MD
  • Part 5: RN with PEL endorsement or designation only
• ELIS
• What is an IEP?
A Team Approach to Individualize an Education Plan

• Assessment: Interdisciplinary Team that conducts a complete and individualized assessment

• Planning:
  – Students’ needs in the Present Level of Academic Achievement & Functional Performance (PLAAFP) statement
  – Write student goals related to health and academics.
  – Assign specific services and minutes.
  – Review qualifications and level of credentials of persons to provide any identified services.
  – Write nursing goals in IHP or nursing care plan.

• Evaluate plan:
  – Monitor outcomes, student goal achievements, nursing goals.
Transition Plans

• Federal law requires transition plans by age 16 years
• Illinois requires that transition plans in effect on or before a student age 14 ½
• Goals and services in the area of independent living skills are required
  • Postsecondary goals and services in areas of training, education and employment
• IEPs and health needs include written transition plan with health goal
  • Encourage independence to the greatest extent possible
Thank you!

Questions? Contact

schoolnurse@isbe.net