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| **AUGUST** |
| **COMPLETED** | ***National Health Observances: Children's Eye Health and Safety Month, Gastroparesis Aware*** |
| ***Framework: Standards of Practice*** |
|  | • Identify and review new practice guidelines, policies, forms, and documents (particularly immunization and medication forms).  |
|  | • Identify any needed health services practice or process changes.  |
|  | • Develop an implementation plan to incorporate into health services practice.  |
| ***Framework: Care Coordination*** |
| **Health Room Set-up** |
|  | • Ensure necessary supplies have been ordered. Inspect and put away. |
|  | • Ensure necessary supplies have been ordered. Inspect and put away.  |
|  | • Prepare health room visit documentation; health room log or office visits in Skyward or Qmlative (Include training on documentation of office visits when training office staff) |
|  | • Ensure necessary staff, including nurse, has access to health information content in Electronic Health Record (EHR) |
|  | • Ensure stock of blank health condition assessment and order forms (Consider condition-specific “packets”) |
|  | • Discard remaining medications (epi pens, inhalers) still in the office unless parent picks up. |
|  | **• Medication Management** |
|  | * Review all medication that will be administered at school before beginning nurse delegation to staff
 |
|  | * Ensure that all incoming medications have HCP order forms, parent authorization, are packaged correctly and unexpired
 |
|  | * Ensure safe and secure storage of medications
 |
|  | * Count medications (with parent or second staff member) and set up documentation procedure for administering. EHR or Medication Administration Record (MAR). Preferred method is EHR.
 |
|  | * Provide information to teachers about specific students taking medications, if appropriate.
 |
|  | * Create system for tracking medication expiration dates (Start with emergency meds)
 |
| **Identify and prioritize students with special health care needs** |
|  | • Review new health registration forms- Contact parents of students with newly identified conditions |
|  | • Review health forms returned from current students |
|  | • Prioritize health conditions |
|  | • Students with life-threatening conditions, such as diabetes, anaphylaxis, seizure conditions and asthma are priority.  |
|  | • Students with emergency medications. |
|  | • All students who need IHP/ECP and/or 504 plans. \*Call parents if no orders are received. |
| **Develop, revise and/or update IHP/ECP and 504 plans. \*all students with a life-threatening condition must have an IHP/ECP in place prior to starting school.** |
|  | • Review received medical paperwork for updated health condition assessment forms and new orders (medications authorization, asthma, anaphylaxis or seizure plans, diabetes care orders.) |
|  | • Determine what paperwork is still needed |
|  | • Contact parents to obtain or update health condition assessment |
|  | • Obtain medication, treatment, equipment or dietary orders, detailed in authorization forms, by working with parent and/or provider. Ensure all documents have appropriate signatures. |
|  | • Develop/update IHP/ECP/504’s |
|  | • Distribute plans to all staff who “need to know”- either by hard copy or electronic access (ensure staff are able and know how to access if using electronic plans)  |
|  | • Provide student specific training to all staff working directly with student \*See Specific Training and delegation for school staff. |
| **Provide general health training for all school staff (Coordinate with building Admin)** |
|  | • Explain role of school nurse and availability |
|  | • Provide contact information, location and hours |
|  | • Inform who to contact if school nurse is not available |
|  | • Discuss when to send students to the nurse. Minor first aid (classrooms will be supplied with gloves, band aids, etc.) Shared goal is to keep students in class. |
| **Discuss health care plans** |
|  | • How to access |
|  | • Confidentiality |
|  | • Storage and accessibility to subs and para’s |
| **Discuss field trip planning** |
|  | • Provide training on epi pen and inhaler administration |
|  | • Remind that RN must train any staff members who accompany students who may need medications |
|  | • Remind staff that a 2-week prior notice of field trips is expected for purposes of planning and training |
| **Discuss emergency procedures** |
|  | • Health emergency recognition, response and procedure for calling 911 (nurse and building administrator develop agreed-upon criteria for staff to call nurse and/or to call 911. |
|  | • Evacuation plans for students with health care needs (i.e.; medications, supplies, equipment), including fire and other safety drills. \*Emergency medications must be taken out during drills |
|  | **Discuss Allergy Awareness** |
|  | • Minimizing allergen exposure |
|  | • Classroom signs, allergy aware tables, ensuring appropriate snacks and treats for field trips and parties.  |
|  | **General Medication Training (Health room assistants, Admin. assistants, office staff)** |
|  | • Annual medication training at administrative assistant’s meeting- Connect with lead admin. assistant as early as possible to determine date of meeting. |
|  | • Identify, train and delegate to individuals (at least 2 per building) who will be responsible for administering routine and emergency medications. |
|  | • Explain legal documentation requirements and procedure |
|  | **Student Specific Training and Delegation**  |
|  | • Provide student specific training to staff working directly with students who have IHP’s/ECPs/504 plans. Coordinate department training with program directors for food services and transportation. Be sure to consider staff such as counselors, librarian, music teachers, resource room, before/after school program personnel, coaches, etc. |
|  | • Review plan with staff and answer questions |
|  | • Delegation of nursing tasks |
|  | • Routine medication administration |
|  | • Emergency medication administration |
|  | • Nursing procedures/treatments (gastrostomy tubes, clean intermittent catheterization, diabetes care). |
|  | • Document all training and file (Who was trained, what they were trained on and date) |
| ***Framework: Leadership*** |
|  | •           Identify goals for the year: student-based goals, professional goals, self-care goals. |
|  | •            Identify required and self-imposed reporting deadlines for the year.  |
|  | •           Meet key personnel: administrators, secretaries, Special Ed teachers, custodians, psychologist, counselors, 504 coordinator, program advisors. Introduce yourself to teachers and parents. |
|  | • Post your work calendar (e.g., days/times at each building, professional development days) and contact protocols. |
| ***Framework: Quality Improvement*** |
|  | •       Confirm forms, IHPs/ECPs, and training methods are current and evidence-based. |
|  | •       Set up health services documentation system for the year (e.g., Skyward, pen/paper). If using an electronic system, ensure access to health information content for nurse and unlicensed assistive personnel.  |
|  | •       Ensure school nurse contact information, health forms and health information are up-to-date on district webpages and social media. (Collaborate with IT team) |
|  | •      Download WA State diagnosis codes if not already in system.  |
|  | •       Identify and complete training/updates on health services systems (e.g., Skyward, WAIIS- School Module, Simple Report) |
|  | • Initiate system to monitor expiration date of medications. |
| ***Framework: Community/Public Health*** |
|  | •      Continue to develop and/or update IHPs/ECPs and 504’s |
|  | •      Conduct ongoing surveillance to identify students with special health care needs and/or chronic conditions.  |
|  | •      Provide direct care or ongoing supervision of delegated nursing tasks according to health care and procedure plans and as needed.  |
|  | •      Review immunization records for compliance. Work with parents/guardians, school staff, and community health care providers to identify and follow up with students requiring immunizations.  |
|  | •      Register for a WA IIS or School Module account (if no current account).  |
|  | •      Assess roles and responsibilities related to COVID efforts. |

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| **SEPTEMBER** |
| **COMPLETED** | National Health Observances: Fruits and Veggies - More Matters Month, Childhood Obesity Awareness Month, National Suicide Prevention Week, School BackpackAwareness Day |
| ***Framework: Standards of Practice*** |
|  | •     Review evidence-based guidelines regarding screenings/referrals. |
| ***Framework: Care Coordination*** |
|  | • Complete priority activities from previous month. (Identifying health conditions, IHP development and training) |
|  | • Develop emergency contact plan for school personnel when you are not available. |
|  | •    Check fall field trip schedule and plan ahead (parent consents, medication training, staff training, staff tools (care plans, summary action pages, etc.). |
| ***Framework: Leadership*** |
|  | •    Continue to advocate for student needs. |
|  | •    Develop a plan for accomplishing professional and self-care goals. |
|  | •    Develop a plan of communication for Superintendent/Supervisor on Health Services updates.  |
|  | •    Arrange regular meetings with student support staff, counselors, etc.  |
|  | • Develop a calendar of continuing education and standard meeting dates/times.  |
| ***Framework: Quality Improvement*** |
|  | •     Review monthly data for trends; adjust as needed. |
|  | •     SNC Districts: Collaborate on district site visit date.  |
|  | • Check medication expiration dates |
| ***Framework: Community/Public Health*** |
|  | •     Send home conditional status letters to students that are not compliant with immunizations- communicate to building administration number of students out of compliance. |
|  | •     Work with administrators and district staff on organizing required screenings for October  |
|  | •     Reserve equipment (if needed) through NCESD SNC Lending Library, Lions Club, or other sources.  |
|  | •    SNC Districts: Set date for vision/hearing screening events in October and create schedule (grades K-3, 5 and 7) |
|  | •     Identify screening team (may use school staff and/or volunteers) |
|  | • Determine who performs District AED maintenance. If nurse responsibility, check for expiration dates on pads and batteries and schedule routine checks. |
| **OCTOBER** |
| **COMPLETED** | National Health Observances: Bullying Prevention Month, Cardiac Awareness Month, Dental Hygiene Month |
| ***Framework: Standards of Practice*** |
|  | • Review an evidence-based article that pertains to the treatment or needs of a student.  |
| ***Framework: Care Coordination*** |
|  | • Complete priority activities from previous months. (Identifying health conditions, IHP development and training) |
|  | * Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate according to health care and procedure plans, and as needed.
 |
|  | • Finalize schedule for Vision and Hearing Screening |
|  | • Prepare paperwork for screening (classroom list/rosters) |
|  | • Ensure completion of screenings by end of month |
|  | • Begin re-screenings and referrals (mail letters to parents) |
| ***Framework: Leadership*** |
|  | • Continue to advocate for students’ needs. |
|  | • Include short message in Board/PTA/School Newsletter. Be available to teachers/parent groups |
|  | • Consider SNOW Conference attendance.  |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust as needed.  |
|  | • Check medication expiration dates |
| ***Framework: Community/Public Health*** |
|  | • Ensure WA State DOH immunization report completed, to be submitted by November 1st.  |
|  | • Follow up on students “out of compliance” – phone calls, letters |
|  | • Prepare for exclusion, working with building admin.  |
|  | • Enter all student immunization dates into EHR by the end of month |
|  | • Identify & follow-up on students who have been absent or chronically late for more than 5 days. |
|  | • Encourage flu vaccinations of staff & students.  |
|  | • Check AEDs |

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| **NOVEMBER** |
| **COMPLETED** | National Health Observances: American Diabetes Month, Great American Smoke Out |
| ***Framework: Standards of Practice*** |
|  | • Review an evidence-based article that pertains to the treatment or needs of a student. |
| ***Framework: Care Coordination*** |
|  | • Ensure completion and submission of State Immunization reports for pre-school and K-12, November 1st. |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate.  |
|  | • Outreach to teachers regarding students’ health concerns.  |
|  | • Discuss plans for nurse involvement in HIV/Puberty classes |
| ***Framework: Leadership*** |
|  | • Identify a professional development opportunity to meet your needs/goals. |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust practice as needed. |
|  | • Provide health services leadership to school teams as available. |
|  | • Check medication expiration dates. |
| ***Framework: Community/Public Health*** |
|  | • November 1: WA State Immunization report submission.  |
|  | • Continue distributing parent letters regarding vision and hearing outcomes and referrals. |
|  | • Prepare immunization compliance notices to be mailed, if not completed. |
|  | • Continue to promote flu vaccinations of staff/students.  |
|  | • Check AEDs |

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| **DECEMBER** |
| **COMPLETED** | National Health Observances: Safe Toys and Celebrations Month, Handwashing Awareness Week, Influenza Vaccination Week |
| ***Framework: Standards of Practice*** |
|  | • Review one new guideline or standard or evidence-based material related to SN practice and identify one area to incorporate into practice. |
| ***Framework: Care Coordination*** |
|  | • Review second semester class/teacher changes for middle and high school students with health plans, distribute plans to new teachers and provide training.  |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate.  |
|  | • Review student progress on plan goals and adjust as needed. |
|  | • Send reminders to teachers regarding class parties and allergy awareness. |
| ***Framework: Leadership*** |
|  | • Prepare for upcoming legislative session/district yearly planning and advocating for policies impacting school nursing. |
|  | • Professional portfolio work.  |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust practice as needed. |
|  | • Identify particular students or student populations who are seen more often. |
|  | • Identify student health disparities. |
| ***Framework: Community/Public Health*** |
|  | • Complete referrals and follow up of screening results. |
|  | • Send health messages to staff/parents on appropriate topics. |
|  | • Monitor flu/communicable diseases. |
|  | • Identify and support at-risk students (high rate of absenteeism, arrive late/leave early, disparities). |
|  | • Check AEDs |

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| **JANUARY** |
| **COMPLETED** | National Health Observances: Winter Sports TBI Awareness Month |
| ***Framework: Standards of Practice*** |
|  | • Continue working on implementation plan. |
| ***Framework: Care Coordination*** |
|  | • Ensure second semester teachers for middle and high school student receive health plans and training.  |
|  | • Identify new students that may need vision/hearing screening |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate.  |
|  | • Outreach to teachers regarding student health concerns. |
| ***Framework: Leadership*** |
|  | • Advocate for policies/legislature related to student health and/or updated evidence-based guidelines.  |
|  | • Professional portfolio work.  |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends and make practice adjustments as needed. |
|  | • Submit mid-year health services report to Administration, including status of any unmet student health needs, particularly life-threatening health conditions. |
|  | • Check medication expiration dates |
| ***Framework: Community/Public Health*** |
|  | • Monitor flu/communicable diseases. |
|  | • Submit short message for PTA/school newsletter and/or social media regarding flu season. |
|  | • Continue to work with at-risk students  |
|  | • Check AEDs |

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| **FEBRUARY** |
| **COMPLETED** | *National Health Observances: National Dental Health Month, National Children's Dental Health Month, ADA Foundation Give Kids a Smile Day, American Health Month* |
| ***Framework: Standards of Practice*** |
|  | • Continue working on implementation plan.  |
| ***Framework: Care Coordination*** |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate.  |
|  | • Outreach to teachers regarding student health concerns. |
|  | • Work with teachers to identify students at risk.  |
|  | • Conduct inventory/order health room supplies if needed |
| ***Framework: Leadership*** |
|  | • Advocate for policies/legislature related to student health and/or updated evidence-based guidelines.  |
|  | • Identify new community resources needed to meet student needs. |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust practice as needed. Look particularly at health disparities that can be addressed. |
|  | • Prepare data for OSPI District Assessment.  |
|  | • Check medication expiration dates. |
| ***Framework: Community/Public Health*** |
|  | • Monitor flu/communicable diseases.  |
|  | • Provide classroom, staff and parent/guardian education on appropriate topics. |
|  | • Continue to work with at-risk students. |
|  | • Check AEDs |

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| **MARCH** |
| **COMPLETED** | *National Health Observances: National Nutrition Month, National School Breakfast, National Poison Prevention Week* |
| ***Framework: Standards of Practice*** |
|  | • Continue working on implementation plan. |
| ***Framework: Care Coordination*** |
|  | • Remind staff that a 2-week prior notice of field trips is expected for purposes of planning and training |
|  | • Work with teachers to ensure appropriate accommodations for students participating in field trips/camps that may have health concerns. |
|  | • Prepare for Kindergarten students: attend Kindergarten roundups, provide parent instruction on health services (required immunizations, chronic condition notification), begin care plans, and communicate student referral needs with parents. |
|  | • Review of students with bee sting allergies, check epi pens are on hand and unexpired. |
|  | • Remind teachers and provide refresher training on epi pen. |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate.  |
| ***Framework: Leadership*** |
|  | • Identify new community resources needed to meet student needs. |
|  | • Continue to advocate for student needs. |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust as needed. |
|  | • Submit annual OSPI Health Services District Assessment |
|  | • Check medication expiration dates |
| ***Framework: Community/Public Health*** |
|  | • Identify incoming kindergarten students; send parent letters about required immunizations.  |
|  | • Identify 6th grade students; send parent letters about required and recommended immunizations.  |
|  | • Provide or schedule classroom, staff and parent education on appropriate topics (HIV/AIDS, sexual health, maturation/puberty). |
|  | • Monitor flu/communicable disease activity. |
|  | • Continue to work with at-risk students. |
|  | • Check AEDs |

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| **APRIL - MAY - JUNE** |
| **COMPLETED** | *National Health Observances: Child Abuse Prevention Month, National Asthma & Allergy Awareness Month, Testicular Cancer Awareness Month, Youth and HIV Awareness Day* |
| ***Framework: Standards of Practice*** |
|  | • Continue working on implementation plan. |
| ***Framework: Care Coordination*** |
|  | • Continue to provide direct care and/or ongoing supervision of delegated nursing tasks, as appropriate. Outreach to teachers regarding student health concerns. |
|  | • Inventory supplies needed for next year. |
|  | • Continue working with teachers to ensure appropriate accommodations for students participating in field trips/camps/extended school year programs that may have health concerns.  |
|  | • Review and revise individual student plans to ensure transitional planning needs are addressed.  |
| ***Framework: Leadership*** |
|  | • Continue to advocate for students needs and (as appropriate) budget for new school year.  |
|  | • Develop the school year summary: successes, challenges, recommendations (use DA data, trends). |
|  | • Schedule meeting with Superintendent/Supervisor to: |
|  | * Develop the school year summary: successes, challenges, recommendations (use DA data, trends).
 |
|  | * Request evaluation and set goals for next year.
 |
|  | * Plan next year’s dates for staff training, delegation training, vision and hearing screenings.
 |
|  | * Inform about professional development desires.
 |
|  | * Provide input on next year’s budget: equipment, supplies, professional development.
 |
|  | • Policy and procedure review as time permits.  |
| ***Framework: Quality Improvement*** |
|  | • Review monthly data for trends; adjust practice as needed.  |
|  | • Schedule appointment with principal/supervisor to share data and activities for the year. |
|  | • Check medication expiration dates |
| ***Framework: Community/Public Health*** |
|  | • Provide classroom, staff and parent/guardian education on appropriate topics. |
|  | • Continue to work with at risk students (absent, arrive late/early dismissal, disparity). |
|  | • Discuss summer program RN coverage with principal/supervisor.  |

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|  | • Check AEDs |

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| **MAY/JUNE** |
| **COMPLETED** | *May/June: National Health Observances: Food Allergy Action Month, Youth Traffic Safety Month, Asthma and Allergy Awareness Month, Children’s Mental Health Awareness Week, Physical Fitness and Sports Month, Walk and Bike to School Day* |
| ***Framework: Standards of Practice*** |
|  | • Evaluate implementation plan. Scan for potential standards or guideline updates that will be forthcoming next year. |
|  | • Review/revise documents for next year: health plan, immunization notifications, medication forms, authorization forms, parent communications, etc.  |
|  | • Rescind delegation in writing at end of school year. |
| ***Framework: Care Coordination*** |
|  | • Provide 12th grade graduates with Senior Letter, immunizations and health records.  |
|  | • Follow-up on any outstanding referrals.  |
|  | • Begin updating student care plans for summer programs and in preparation for next school year (including transition planning when changing buildings, changing districts, moving to higher education). |
|  | • Include student health information form in summer registration packets for new students.  |
|  | • Notify families of students with medication at school of when to pick up (not before the last day of school)  |
|  | • Sign out all medications released to families, include count and family signature |
|  | • Include all necessary forms in the return-to-school packet for current students and remind parents to obtain new forms for the following year |
|  | • Dispose of all medication not picked up by parent/guardian |
|  | • Assist Superintendent/Principal in identifying summer school RN coverage (if applicable). |
|  | • 5th grade parent information letters about vaccines (Tdap, HPV, Meningococcal)  |
|  | • Prepare a working list of health alert/health plans for next year.  |
|  | • Perform a closing health room inventory and reorder in preparation for next year.  |
|  | • Plan for kindergarten registration program.  |
|  | • Calibrate equipment, replace batteries as applicable.  |
|  | • Send ECP and other health plan forms (e.g., med and treatment authorization forms) to parents.  |
|  | • Complete filing. Archive files or move files to next grade level as applicable. |
| ***Framework: Leadership*** |
|  | • Send message to school staff about the year’s health accomplishments and trends. |
| ***Framework: Quality Improvement*** |
|  | • Review year’s data for trends and identify needs for next year. |
|  | • Meet with Superintendent/Supervisor to share data, accomplishments and trends, activities and plans for next year.  |
|  | • Complete Medicaid billing (if applicable). |
|  | • Evaluate outcomes for at-risk students. |
|  | • Ensure health forms on websites are updated for the following year. |
| ***Framework: Community/Public Health*** |
|  | • Send notification letters to parents about fall immunizations. |
|  | • Share tips with staff and parents for remaining healthy during summer. |

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