2015-2016 Assessment of District Student Health Services Instructions

(Please note additions to this year’s form are noted by highlighted areas)

Thank you for taking time to complete this district assessment. The data is critical for the Office of Superintendent of Public Instruction (OSPI), School Districts and Educational Service Districts (ESDs) to manage:

- Health services in schools,
- The incidence of complex health issues in schools,
- Related trends and needs (*student health and staffing*).

If you have any questions, please contact your regional School Nurse Corps (SNC) Nurse Administrator. Contact information is available at:

http://www.k12.wa.us/HealthServices/SchoolNurse.aspx.

You may complete the district assessment on paper or in Excel and send to the **ESD SNC Nurse Administrator** in your area. (The Excel version is available from the **ESD SNC Nurse Administrator**).

Throughout the assessment, please answer all questions as completely and accurately as possible, based on your current knowledge and available information. **Except for hours per week**, round all numbers to the nearest **whole number**.

This information is not a direct reflection of your practice, but rather a reflection of the services available given financial, physical, and time constraints. Data provides a snapshot of health services and related needs at the time you complete the assessment.

**SECTION 1 – SCHOOL DISTRICT**

1. Enter the district name.
2. Enter the **official** district Class – I or II (check with your district office if you are unclear).
3. Enter the total number of students in the district. This is the **head count** (not FTE) for all students under the care of the district during school or school sponsored activities. Include pre-schools, home-school students, and alternative students.
4. Enter the number of schools within your district (not necessarily equal to the buildings). Some buildings may house more than one school. If you are not sure, check with your district office or go to http://data.k12.wa.us/PublicDWP/web/Washingtonweb/Snapshots/Overview.aspx and click on the plus next to your district’s name to see the schools OSPI lists for your district OR look up in *Washington Education Directory 2015-2016 book*.
5. Check each box that helps to fund nursing services in your district.
SECTION 2 – HEALTH SERVICES

1. Enter, in each category (a through d), the number of licensed nursing hours per week the district provides **based upon employee job classification**. (may use decimals)

   1c. “Other Registered Nurse (RN)” may include those employed by hospitals, agencies, local health jurisdictions, independent contractors, etc.

   Enter the number of RN hours funded by the School Nurse Corps (SNC). (may use decimals) If no SNC funding for school nurse hours, check no SNC hours.

2. If your district purchased or contracted additional hours through the SNC, indicate the number of hours per week. (may use decimals) If not, check no additional hours.

3. Enter, in each category (a through d), the number of licensed nursing hours per week the district provided for 1:1 care based upon employee job classification. (may use decimals)

   3c. “Other Registered Nurse” may include those employed by hospitals, agencies, local health jurisdictions, independent contractors, etc.

4. Enter the number of hours per week the district provided funding dedicated specifically for health room assistants performing health room activities. (This does not include the secretary who does health room activities as part of his/her regular secretarial job). (may use decimals)

5. Enter the number of RNs in each category (a through e) according to the highest level of education completed.

6. Enter the number of RNs in each category (a and b) that hold a certification.

7. Check the box(es) of any of the following services your district received from the ESD SNC Nurse Administrator.

   a. **Direct Nursing Services:** School nurse services performed on site, e.g. developing Individual Healthcare Plans (IHPs) or Emergency Care Plans (ECPs), coordinating and/or providing health screenings, overseeing immunization records, delegation and supervision of unlicensed staff in administration of medications or providing medical procedures, etc.

   b. **Program Management:** Oversight of activities related to SNC program goals and objectives.

   c. **Resources:** Examples include use of the SNC resource library; requesting or receiving materials, supplies, sample forms, etc.

   d. **Technical Assistance and Consultation:** This may be phone/email consultation, on site consultation, training, or technical assistance.

   e. **Training and Professional Development:** Provided or contributed to training or continuing education opportunities through various regional meetings or in-services such as SNC, the School Nurse Organization of Washington, K–20, etc.
2015-2016 Assessment of District Student Health Services Instructions

f. Mentoring and Orientation: Provided mentoring, guidance, and/or support for all nurses and orientation for nurses new to school nursing.

8. Enter the total number for each category noted in the table:
   • Count all medications ordered: daily, as needed (PRN) and emergency medications. Count all medication, not just scheduled.
   • Count all medical treatments ordered, not times per day treatment is provided. Examples of medical treatment may include tube feedings, catheterizations, oral suctioning, glucose monitoring, etc.
   • Indicate the number of students referred for vision and hearing.

9. Check each box to indicate if your district provides the services described.

10. Check yes or no to the questions regarding stock epinephrine

11. Enter the total number of events in school this school year where students who did not have known anaphylactic condition had an anaphylactic reaction. In school means any time student is participating in a school sponsored activity.

12. Check yes or no to the question regarding delegation of nasal midazolam.

13. Enter the counts of:
   • The number of medication orders for the following:
     o Epinephrine for anaphylaxis, severe allergy or asthma
     o Rectal Diastat for seizure
     o Intra-Nasal Midazolam for seizure
     o Glucagon for severe low blood sugar.
   • The number of times medication given by RN or LPN for the following:
     o Epinephrine for anaphylaxis, severe allergy or asthma
     o Rectal Diastat for seizure
     o Intra-Nasal Midazolam for seizure
     o Glucagon for severe low blood sugar.
   • The number of times medication given by a PDA for the following:
     o Intra-Nasal Midazolam for seizure
     o Glucagon for severe low blood sugar.
   • The number of times medication given by unlicensed staff for the following:
     o Epinephrine for anaphylaxis, severe allergy or asthma
     o Intra-Nasal Midazolam for seizure
   • The number of times a student self-administered epinephrine
2015-2016 Assessment of District Student Health Services Instructions

SECTION 3 – STUDENT DATA

1. Indicate the number of **students** in each severity level as described in the Staff Model. Use the **Staff Model for the Delivery of School Health Services**, (http://www.k12.wa.us/HealthServices/pubdocs/SchHealth.pdf) to determine the number of students in each severity level. A brief explanation of the staffing model:

- Level A (Nursing Dependent) students require 24 hours a day, frequently one-to-one skilled nursing care.
- Level B (Medically Fragile) students require a full-time nurse in the building.
- Level C (Medically Complex) students require an RN one day a week and access to a nurse the rest of the week.
- Level D (Health Concerns) students require their health care needs assessed at least once a school year by a RN. Required monitoring varying from every two weeks to annually.
- Co-morbidity or single student with multiple concerns: Placement of a student at a particular level requires nursing judgment considering all conditions and any other life situations which may increase or decrease the student’s need for nursing availability. A student’s severity level may change during the year; therefore, record the severity level of a student at the time of the district assessment. Students should be listed only one time in one category (A, B, C, or D) at their highest severity level.

**For example:** For a student with three diagnoses: diabetes, depression, and migraine headaches, determine and record one severity level considering the student’s multiple diagnoses and other life situations.

**Based upon previously reported data, the greatest discrepancy is determining whether to place a student in level C or D. In order to provide consistency in our data we request the following:**

If a student requires medication and/or a medical treatment (including PRN’s) at school **and** a nursing care plan, the student is most often a level C. All students with life-threatening health conditions should have a nursing care plan and medication/treatment orders in place. There may be exceptions to this guidance based upon clinical nursing judgment. Some students may need more or less RN time resulting in you (the nurse) placing them in level B or D.

2. Indicate the number of **Health Conditions**, not the number of students with health conditions in each category listed in the table. Total each column.

**For example:** If you have one student with diabetes, depression, and migraine headaches, count and record each of the three conditions.
**2015-2016 Assessment of District Student Health Services Instructions**

If you use Washington State School Nurse Data Sets, the table below describes which codes are contained in the conditions listed.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ADHD / ADD</td>
<td>NB</td>
</tr>
<tr>
<td>b. Anaphylaxis (Severe Allergy)</td>
<td>EG</td>
</tr>
<tr>
<td>c. Asthma</td>
<td>RA; RB; RC; RD; RE</td>
</tr>
<tr>
<td>d. Cardio-vascular</td>
<td>CA; CB; CC; CD; CE; CF; CG</td>
</tr>
<tr>
<td>e. Developmental Conditions (DD; Asperger’s, Autism; Downs)</td>
<td>AH; NA; NC; NF; NL</td>
</tr>
<tr>
<td>f. Diabetes Insulin Dependent</td>
<td>EK</td>
</tr>
<tr>
<td>g. Diabetes Non-Insulin; Obesity</td>
<td>EL; ES</td>
</tr>
<tr>
<td>h. Hematological</td>
<td>BA; BB; BC; BD</td>
</tr>
<tr>
<td>i. Mental / Behavioral Health</td>
<td>PA; PB; PC; PD; PE; PD; PF; PG; PH; PI; PJ</td>
</tr>
<tr>
<td>j. Neurologic</td>
<td>ND; NE; NG; NH; NI; NJ; NK; NM; NN; NO; NQ; NR; NS; NT</td>
</tr>
<tr>
<td>k. Oncological</td>
<td>TA; TB; TC; TD; TE; TF; TG; TH; TI</td>
</tr>
<tr>
<td>l. Seizures</td>
<td>NP</td>
</tr>
<tr>
<td>m. Traumatic Brain Injury</td>
<td>NU</td>
</tr>
<tr>
<td>n. Vision/Hearing Deficits (not corrective lenses)</td>
<td>YA; YB; YD</td>
</tr>
<tr>
<td>o. Other conditions not reported</td>
<td>All other conditions/codes</td>
</tr>
</tbody>
</table>

**Life threatening condition** - a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place. RCW 28A.210.320(4)

**Care Plans:** Count the number of care plans related to the condition(s) as listed. A student with a condition may have an emergency care plan, an individualized healthcare plan and perhaps a 504 or individualized education plan. Since the plans are for the same student and that condition, count them as one (1) plan. This follows that all these plans combined constitute the plan of care for the student. Some students have multiple conditions in one care plan. An example would be a student with severe allergies and asthma. Because the plan counts are related to the condition and not the student, you would count one plan for each condition.
3. The instructions below will help you complete all fields.
   a. Enter the total number of sites (groups of buildings within close proximity) within your district. A site may include multiple schools or school buildings with a relatively small number of students in close proximity (2-3 minute walk). Please remember to use your nursing judgment.
   b. Use the same number from Section 1.3.
   c. Use the same number from Section 3.1 Level B: Medically Fragile.
   d. Use the same number from Section 3.1 Level C Medically Complex.
   e. Take the total number of students and multiply by 40, then divided by 1500 and enter the result.
   f. For each site with Level B students count 40 hours per week. For each site with Level C students that does not have Level B students, count 8 hours per week. Do not subtract current hours in building. Enter the total hours for all buildings.
   g. Determining RN hours needed requires your nursing judgment. Consider 1:1500 ratio, severity levels as well as other individual student, school population, and building needs and enter that number. Be prepared to share how you determined the number of hours needed when you discuss this with district administration.
   h. Enter the total number of RN hours (excluding 1:1 time) currently assigned to your district. Take Section 2.1 a, b, and c and subtract Section 2.3 a, b, and c, for the total number of RN hours.
   i. Enter the difference between h and g by subtracting h from g.

**OPTIONAL INSTRUCTIONS IF COMPLETING THE STAFFING WORKSHEET**

Only complete columns A, F, and G. When the results are sent to the ESD, the SNC Administrator forms will calculate the shaded columns B, C, D, E, H, and I.

   A. Enter the total number of sites (groups of buildings within close proximity) within your district. A site may include multiple schools or school buildings with a relatively small number of students in close proximity (2-3 minute walk). Please remember to use your nursing judgment.
   
   F. For each site with Level B students count 40 hours per week. For each site with Level C students that does not have Level B students, count 8 hours per week. Do not subtract current hours in building. Enter the total hours for all buildings.
    
   G. Determining RN hours needed requires your nursing judgment. Consider 1:1500 ratio, severity levels as well as other individual student, school population, and building needs and enter that number. Be prepared to share how you determined the number of hours needed when you discuss this with district administration.
2015-2016 Assessment of District Student Health Services Instructions

The instructions below will help you manually complete ALL fields if you are interested.

A. Enter the total number of sites (groups of buildings within close proximity) within your district. A site may include multiple schools or school buildings with a relatively small number of students in close proximity (2-3 minute walk). Please remember to use your nursing judgment.

B. Use the same number from Section 1.3

C. Use the same number from Section 3.1 Level B: Medically Fragile

D. Use the same number from Section 3.1 Level C: Medically Complex

E. Take the total number of students and multiply by 40, then divide by 1500 and enter the results

F. For each site with Level B students count 40 hours per week. For each site with Level C students that does not have Level B student, count 8 hours per week. Do not subtract current hours in building. Enter the total hours for all buildings.

G. Determining RN hours needed requires nursing judgment. Consider 1:1500 ratio, severity levels as well as other individual student, school population, and building needs and enter that number. Be prepared to share how you determined the number of hours needed when you discuss this with district administration.

H. Enter the total number of RN hours (excluding 1:1 time) currently assigned to your district. Take section 2 number 1 and subtract section 2 number 3 for the total number of RN hours.

I. Enter the difference between column H and column G by subtracting H from G.

SECTION 4 – DATA

1. Data Collection
   a. Check yes or no to the question regarding the use of a computer program.
   b. Indicate the program your district is using and check all that apply.
   c. Check the components of the student information system program you are currently using
   d. Check yes or no if using WA State School Nurse Data Sets. Ask your School Nurse Corps Nurse Administrator for information about these codes.
   e. Check yes or no if you collect health room disposition data.
      • If Yes, indicate number of student visits seen by RN and report disposition.
      • If Yes, indicate number of student visits seen by other staff (not RN) and report disposition.

2. Are you currently using student health data to identify the impact of school nurse interventions on school health and educational outcomes (for example: improved attendance, test scores, grades, and graduation rates)? If yes, please describe.
2015-2016 Assessment of District Student Health Services Instructions

SECTION 5 – TO BE COMPETED BY THE SCHOOL NURSE AND REVIEWED WITH SCHOOL ADMINISTRATOR

1. School Nurse Impact: District administration and each building administrator should have understanding of and input into this section. Schedule an appointment with your district superintendent or appropriate administrator to review and discuss your findings. Be ready with specific examples without compromising confidentiality.

2. Provide at least one anecdotal story about how your nursing assessment and interventions have positively impacted a student or a staff member. Your success stories support quantitative data. Your stories paint the picture for others illustrating what nurses do in schools and how they affect children, families, and staff.

3. Unmet Needs: To be completed and encourage to discuss with school and/or district administrator.

SECTION 6 – OTHER INFORMATION

Please attach additional comments on any aspect of the assessment.

Return your completed assessment to your regional ESD SNC Nurse Administrator. Thank you!