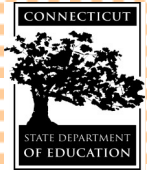




# THE SCHOOL NURSE BULLETIN

## OCTOBER 2012



*Stephanie G. Knutson, MSN, RN School Nurse Consultant*

### *Special Point of Interest:*

- *New School Nurse Workshop - November 8 and December 6, 2012*



## **The Case for School Nursing**

*(Developed under the direction of the National Association of School Nurses [NASN] Strategic Goal Committee on Research)*

### **There are significantly more children in special education and more children in school with medically fragile conditions and chronic illnesses:**

- the percent of students in federally supported special education program increased from 8.3 percent to 13.4 percent, from 1977 – 2008, a 62 percent increase (NCES, 2010);
- within this group, the rates of children with autism doubled since 2002 (NCES, 2010);
- early term birth is correlated with diminished mathematics and reading performance, teacher reported behavior and attention problems (Aarnoudse-Moens, Cornelieke, Sandrine & Hanan, 2009);
- problems persist through adolescence. Preterm groups who had neurological problems and were small for gestational age had the lowest academic competence scores as teens (Winchester, Sullivan, Marks, Doyle, DePalma & McGrath, 2009);
- newly diagnosed cases of diabetes has almost doubled in last 10 years (CDC, 2008);
- the prevalence of food allergy among children under the age of 18 increased 18 percent from 1997 - 2007 (Branum & Lukacs, 2008);
- asthma rates in children under the age of five have increased more than 160 percent from 1980-1994 CDC, 1998) resulting in 8.9 percent of children in the United States with asthma in 2005 (Akinbami, 2006). In 2008, just over 10 million children in the U.S have asthma (EPA, 2010). "...students with asthma who were poor or who were African American and in schools with full-time nurses missed significantly fewer days ... than did similar students with asthma in schools with part-time nurses" (Telljohann, Dake, & Price, 2004); and
- an estimated 4 - 6 percent of all school-age children receive medication in school on a typical day (Ficca & Welk, 2006; McCarthy, Kelly & Reed, 2000).

### **School nurses influence attendance, which influences achievement and graduation rates:**

- repeated studies have identified that school nurses reduce absenteeism (Maughan, 2003) and the literature shows a higher nurse to student ratio is related to better attendance rates (Pennington & Delaney, 2008); and
- school nurses are significantly less likely to dismiss a student from school early than nonlicensed personnel (Pennington & Delaney, 2008; Wyman, 2005).

### **The intensity of school health services is lower in schools with other disparities. Poor health and poverty combine to predict low achievement:**

- one study of 18 school districts found the intensity of policies and programs in school health services was significantly related to graduation rate (Cook, 2009).

### **School nurses are crucial to children's mental health:**

- academic achievement can be improved through early detection of mental health problems, timely referral, and access to appropriate services (New Freedom Commission on Mental Health, 2003);
- twenty percent (20 percent) of students may have undiagnosed mental health problems that cause difficulty with academic work (Puskar & Bernardo, 2007); and
- school nurses spend 32 percent of their time providing mental health services (SAMSA, 2005).


The full report is located on the NASN Web site at [http://www.nasn.org/portals/0/about/2010\\_The\\_Case\\_for\\_School\\_Nursing.pdf](http://www.nasn.org/portals/0/about/2010_The_Case_for_School_Nursing.pdf).

## Diabetes and Glycogen Storage Disease Management in Schools


Public Act No. 12-198 (HB 5348) *An Act Concerning the Administration of Medicine to Students with Diabetes, the Duties of School Medical Advisors, the Availability of CPR and AED Training Materials for Boards of Education and Physical Exercise During the School Day*, includes new legislative mandates that addresses diabetes and glycogen storage disease management in Connecticut's schools. The full text of Public Act No. 12-198 is available at <http://www.cga.ct.gov/2012/act/pa/pdf/2012PA-00198-R00HB-05348-PA.pdf>. In response to these new legislative requirements, the following **three** documents have been updated in order to provide guidance to school districts regarding diabetes and glycogen storage disease management in schools:

1. *Guidelines for Blood Glucose Self-Monitoring in School* is located on the CSDE's Health Promotion Services/School Nurse Web site at <http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/GlucoseGuidelines.pdf>;
2. *Learning and Diabetes: A Resource Guide for Connecticut Schools and Families* may be accessed [http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Learning\\_and\\_Diabetes.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Learning_and_Diabetes.pdf); and
3. *Guidelines for Managing Life-Threatening Food Allergies and Glycogen Storage Disease in Connecticut Schools* (Includes Guidelines for Glycogen Storage Disease) is located at [http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Food\\_Allergies.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Food_Allergies.pdf).

For questions regarding the new legislation that addresses diabetes and glycogen storage disease management in Connecticut's schools, please contact Stephanie Knutson, School Health Consultant at 860-807-2108 or [stephanie.knutson@ct.gov](mailto:stephanie.knutson@ct.gov).



September 2012  
Lead Line News Brief  
Volume 7, Issue 2



Lead and Healthy Homes Program - (860) 509-7299 - September 2012

### Low Level Lead Exposure Linked to Poor School Performance

The National Center for Healthy Housing (NCHH) released new findings on the impact of low-level lead exposure on school performance. The issue brief, "Childhood Lead Exposure and Educational Outcomes," summarizes new research connecting small amounts of lead in a child's blood to problems in school later in life. In May of this year, the U.S. CDC updated its guidance on the level of lead in a child's blood it considers harmful. Children with a blood lead level of 5 micrograms per deciliter (ug/dL) are considered by CDC to have more exposure to lead than 97.5% of their peers. This policy changed CDC's long-standing guidance, which recommended action at 10 ug/dL.

The NCHH issue brief released today outlines evidence from a growing body of recent studies revealing the strong relationship between slightly elevated blood lead levels in young children and decreased test scores in elementary school and the contribution of childhood lead exposure to the widening achievement gap in the United States. One of the studies summarized included more than 57,000 children and found that blood lead levels as low as 4 micrograms per deciliter at three years of age increase the likelihood that a child will be classified as learning disabled in elementary school. Another study of 48,000 children found that children were at least 30% more likely to fail third grade reading and math tests if their blood lead level was over 5 ug/dL. Third grade test scores provide an important school success indicator, since low scores are highly correlated with high school dropout rates.

"This should be a wake up call for our government agencies and educators — you can have extraordinary teachers, small classes, and first-rate curricula, but if your children come to school with a history of lead poisoning, they have the deck stacked against them," said Rebecca Morley, executive director of the National Center for Healthy Housing.

"The findings show the need for a long-term commitment to lead poisoning prevention from schools, parents, and all levels of government. Investing in the prevention of lead exposure will keep our schools and ultimately our country competitive," said Anne Evens, Adjunct Professor at the University of Illinois-Chicago School of Public Health, and one of the researchers whose work was cited in the new brief. [Download the full issue brief](#)

In 2011, Connecticut was featured in its own phase one study about the impact of childhood lead exposure and educational test performance. The research paper entitled, *The Impact of Early Childhood Lead Exposure on Educational Test Performance among Connecticut Schoolchildren* can be found at: [http://www.sde.ct.gov/sde/lib/sde/pdf/deps/student/health/linking\\_lead\\_and\\_education\\_data.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/student/health/linking_lead_and_education_data.pdf).

Connecticut Department of Public Health  
 410 Capitol Ave  
 Hartford, CT 06134-0308  
[www.ct.gov/dph/lead](http://www.ct.gov/dph/lead) - [www.ct.gov/dph/healthyhomes](http://www.ct.gov/dph/healthyhomes) - (860) 509-7299  
 Commissioner Jewel Mullen, MD, MPH, MPA

## Professional Development Opportunities



The Connecticut State Department of Education presents the following opportunity for school nurses

### New School Nurse Workshop Parts 1 & 2

Dates ..... Thursday, November 8 & Thursday, December 6, 2012      Time ..... 8:30 a.m. – 3:30 p.m.  
 Location ..... Crowne Plaza Cromwell      Fee ..... \$50 per person  
    100 Berlin Road, Cromwell, CT 06416      Course # ..... 225300487  
 Register by ..... 10/24/12  
 Facilitator ..... Stephanie Knutson, MSN, RN, School Health Consultant, State Department of Education  
 CEUs ..... 1.2 (Attendance at both sessions is mandatory.)

**Important Note:** Conference materials/handouts will be posted on EASTCONN's registration Web site at [www.eastconn.org](http://www.eastconn.org) approximately two weeks prior to the event. Please download, print and bring these materials with you to the conference as hard copies will not be available.

This program will provide an overview of state laws and regulations regarding school health. The program will also address standards of practice for school nurses, competencies, and supervisory issues. Finally, the program will present an overview of the school nurse's role in student achievement, special education and Section 504.

As a result of attending these sessions, participants will:

- understand state laws and regulations regarding school health;
- learn state mandates for immunizations, health assessments and screenings;
- learn about the school nurse's role in academic achievement;
- learn about documentation in school health services; and
- become knowledgeable about special education and Section 504 issues related to school health.



Register online at [www.registereastconn.org](http://www.registereastconn.org). Click on the title. You will need to input your 4 digit PIN Number and a valid Purchase Order (P.O.) number from your school. **Note:** If you will be paying by a personal check and not using a P.O., you will receive a confirmation via e-mail to send in with your check.

If you have questions regarding registration, or have difficulty using the online form, e-mail [conferenceoffice@eastconn.org](mailto:conferenceoffice@eastconn.org), or call 860-455-1533. Weather-related closings or delay information can be found online the day of the event at [www.eastconn.org](http://www.eastconn.org), click on "Cancellations" or call 860-455-0420.

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### Connecticut Children's Medical Center Presents

#### The 2<sup>nd</sup> Diabetes Education Day

**Date:** Saturday, September 29, 2012  
**Time:** 8:15 a.m. - 3:00 p.m.  
**Location:** 80 Jefferson Street, Hartford Connecticut  
**Cost:** \$45 if registered by Friday 9/21/12. \$50.00 after 9/21/12  
**Registration and questions:** E-mail Julie Pedersen at [jpedersen@connecticutchildrens.org](mailto:jpedersen@connecticutchildrens.org)

### The Connecticut State Department of Education Cadre of Nurses Presents

#### Working with Children with Autism in the Health Room

**Date:** October 11, 2012  
**Time:** 4:30 p.m. - 6:00 p.m.  
**Location:** Eastconn, 376 Hartford Turnpike, Hampton, CT  
**Cost:** \$5.00  
**Registration:** E-mail [Stephanie.knutson@ct.gov](mailto:Stephanie.knutson@ct.gov)

## Professional Development Opportunities, cont'd

### The Southeast Regional Consortium and Association of University Centers on Disability (AUCD)

Presents!

#### Genetic Factors Contributing to Disability Webinar

##### Description:

This webinar will begin with a brief overview of the recent history of genetic and genomic medicine, with special emphasis on the rapid pace with which discoveries have been made in this burgeoning field. An area that has experienced considerable progress is the breadth of genetic testing that is available for individuals with developmental disabilities. Therefore, a significant portion of the webinar will be devoted to a discussion of the most common genetic tests that can be utilized in the evaluation of individuals with developmental disabilities. This discussion will include the indications, benefits and limitations and process for interpreting clinical genetic tests. Selected common genetic conditions will also be briefly reviewed.

##### Webinar Objectives:

- appreciate how genetic and genomic medicine is impacting the field of developmental disabilities;
- compare and contrast three types of clinical genetic tests that are routinely performed in individuals with developmental disabilities, including cytogenetic, molecular and biochemical testing;
- discuss selected examples of genetic conditions that cause developmental disabilities; and
- discuss the indications, benefits, limitations and process for interpreting clinical genetic testing.

**Date:** Wednesday, October 17, 2012

**Time:** 2:00 p.m. - 3:00 p.m.

**Registration:** <https://www.gotomeeting.com/register/781010656> or contact Rebecca Carman at [rcarman@aucd.org](mailto:rcarman@aucd.org).

**This Webinar is in part made possible with support from the Department of Public Health, Maternal and Child Health Bureau.**

### **!! Announcement !!**



The **Clinical Procedure Guidelines for Connecticut School Nurses (Clinical Guidelines)** is now available on the Connecticut State Department of Education's School Nurse Web site at [www.ct.gov/sde/schoolnurse](http://www.ct.gov/sde/schoolnurse).

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