

# PASNAP 2024

## Pennsylvania Department of Health Bureau of Community Health Systems Division of School Health

Colleen Schultz M.Ed., CSN RN  
March 24, 2024

# Session Overview



- School Health Division Overview
- Data and CSN Role/Nursing Ratio
- Emergency Planning
- Health Records
- FAQ Topics

# Division of School Health

- Chief of School Health Division
  - Colleen Schultz, M.Ed., CSN  
RN
- School Health Consultants
  - Sheri Mountz, RN
  - Ed Woods, RN
  - Tammy Burford, RN
  - Sharon Lawrence, RN
  - Brenda Wallace, RN
  - Donna Wiles, RN
- Bureau Administrative Support
  - Christine Weltmer,  
Administrative Officer 1

Professional Caregiver  
Invaluable  
Improves Attendance  
Awesome Educated  
School Nurse  
Emergency Disease Manager  
Listener Compassionate  
Wellness Assessment Skilled  
Healthy Children Learn Better  
Caring Healer Kind

# School Health Consultants

**1-877-PA-HEALTH**

## Pennsylvania Department of Health Community Health Districts



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# Data



## Why the focus on data?

- Demonstrates the unique and complex role of the school nurse in bridging health and education.
- NASN and PASNAP Strategic Plan 2023-2026

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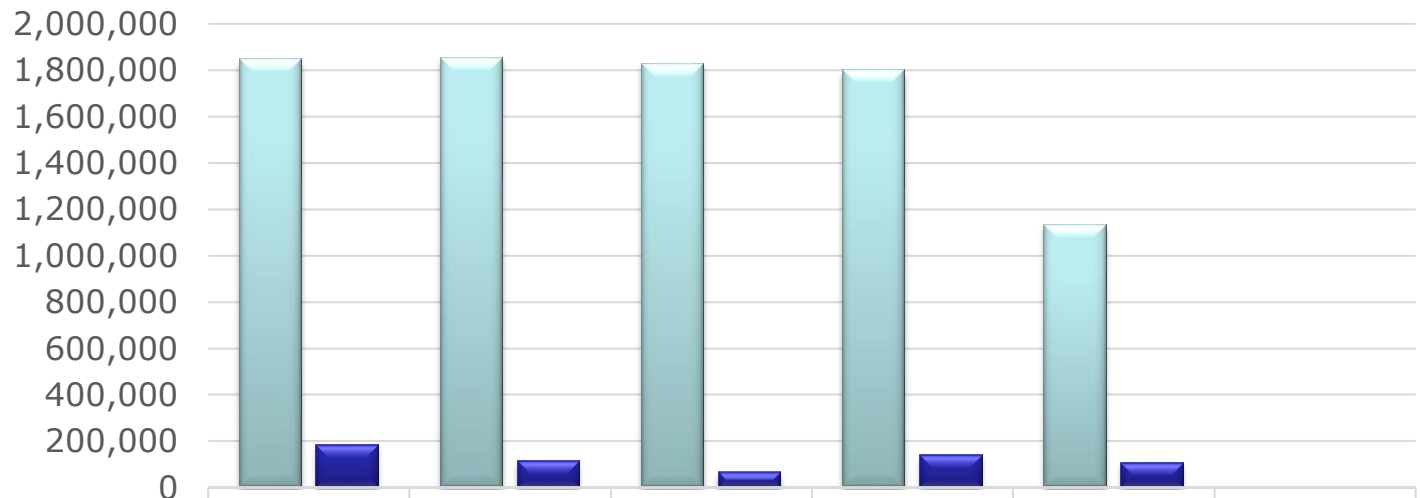


**What Student Information System or Electronic Health Record program does your district use for documenting student health information?**

① Start presenting to display the poll results on this slide.

# SHARRS – Student acuity

## Skilled Nursing

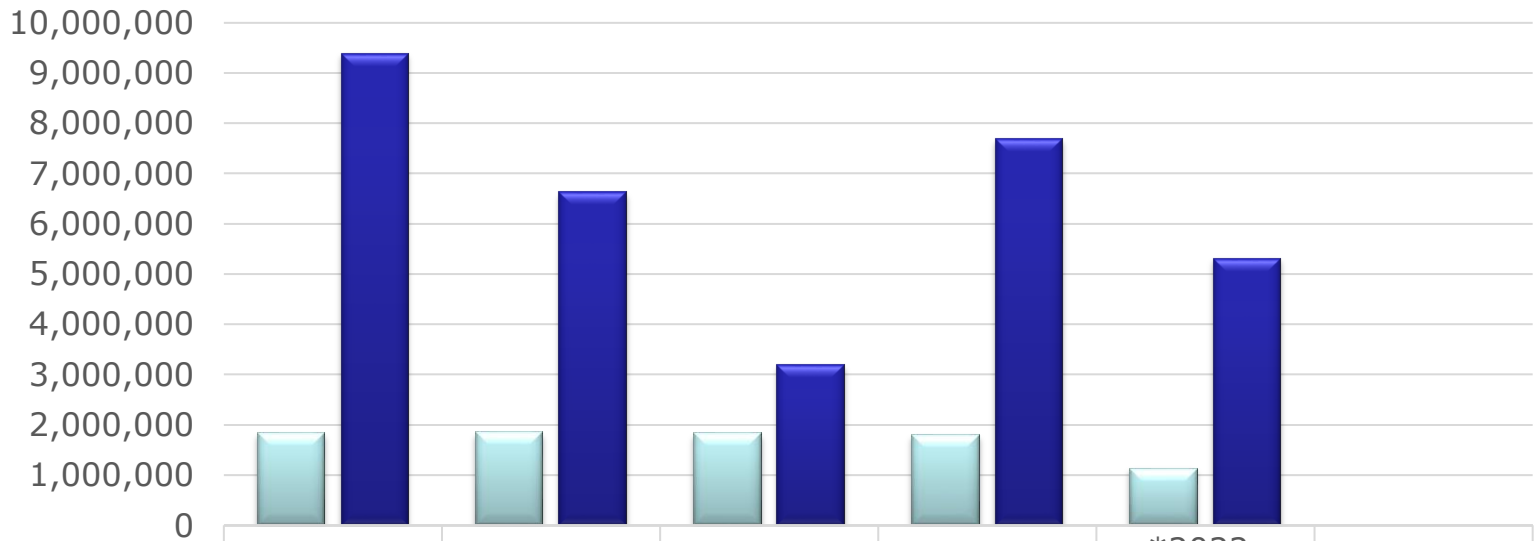


	2018-2019	2019-2020	2020-2021	2021-2022	*2022-2023
ADM	1,845,355	1,851,323	1,827,767	1,799,975	1,132,954
# of Students req Skilled Nursing	184,513	115,451	66,046	141,000	107,194

ADM # of Students req Skilled Nursing

# SHARRS - Student Acuity cont.

## Student Visits – Acute/Chronic Illness



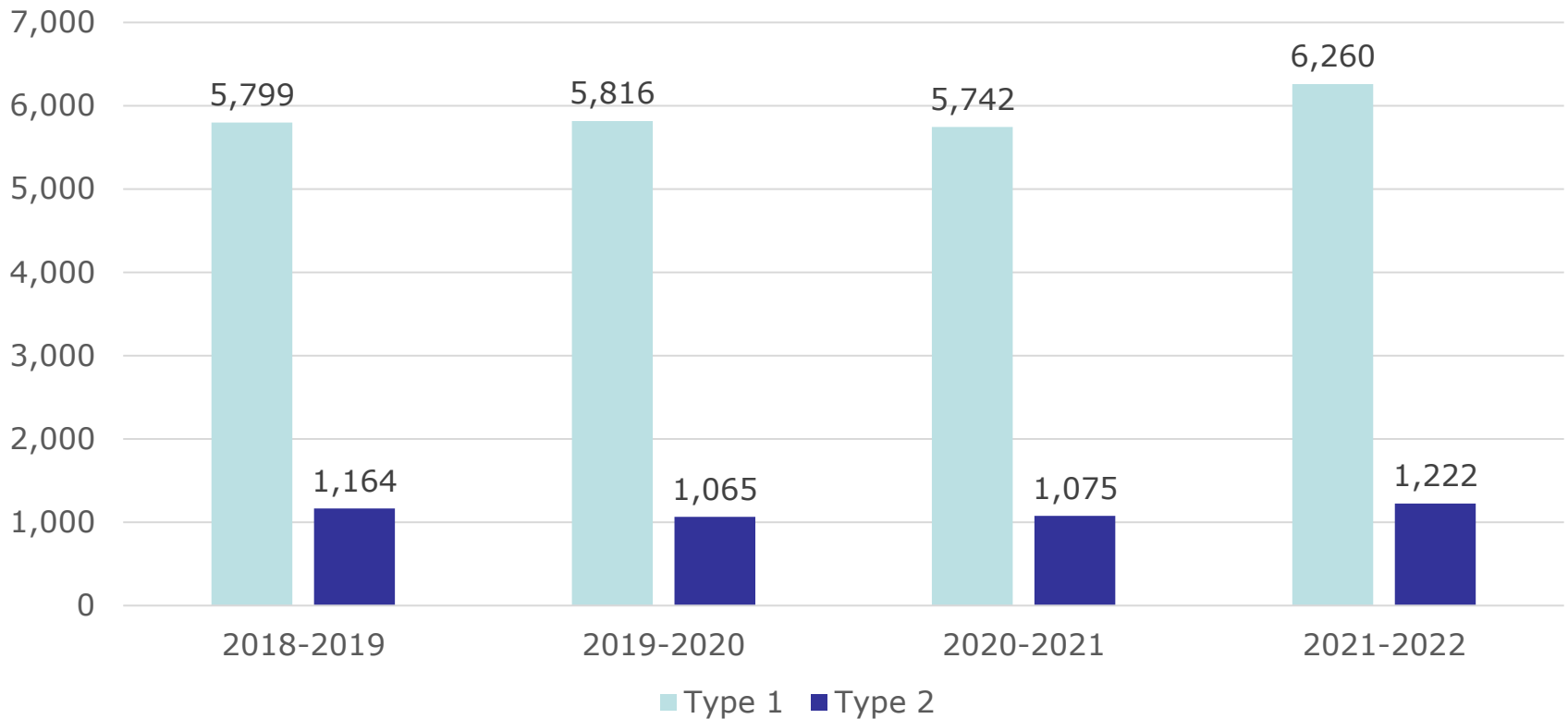
	2018-2019	2019-2020	2020-2021	2021-2022	*2022-2023
ADM	1,845,355	1,851,323	1,827,767	1,800,748	1,132,954
# of Student Visits	9,391,378	6,623,881	3,192,325	7,687,462	5,316,268

ADM # of Student Visits



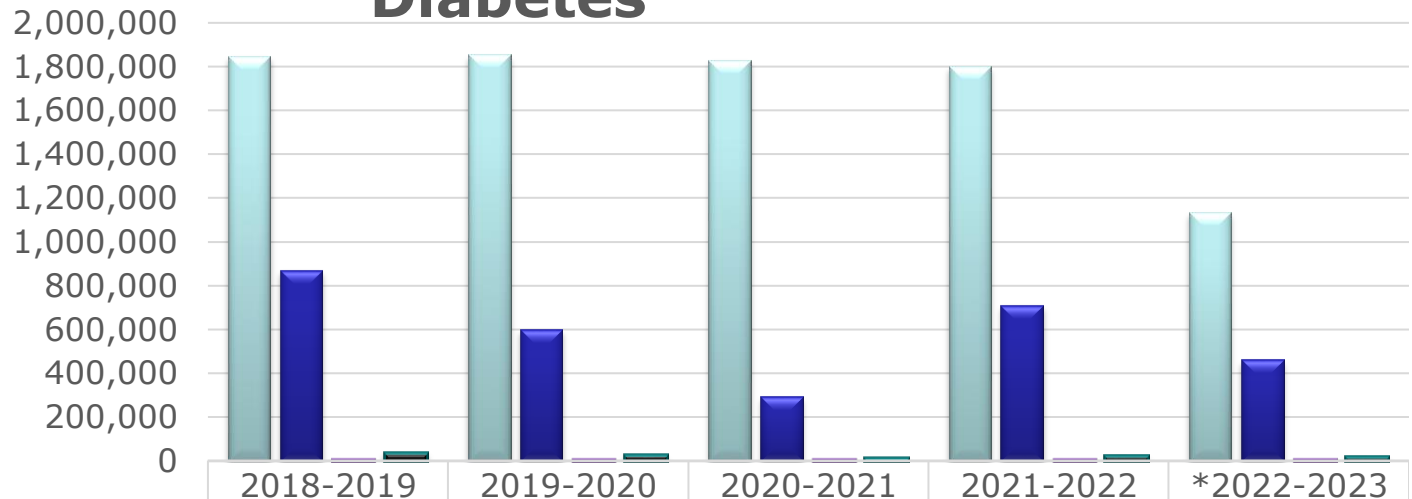
# Diabetes by the Numbers

## Students with Diabetes Diagnosis - PA



# SHARRS – Medication Administration

## Diabetes



	2018-2019	2019-2020	2020-2021	2021-2022	*2022-2023
ADM	1,845,355	1,851,323	1,827,767	1,800,748	1,132,954
Total Insulin Doses by Individual and Standing Order	868,614	596,334	291,986	708,525	459,577
Total Glucagon	209	318	20	72	199
Total 'Other' Glucose	34,392	24,224	10,349	23,210	18,489

# Educator Effectiveness (EE)

- Click on link below, then on the left click on “Frameworks for Observation and Practice,” then scroll down to “NTP School Health Specialist” which is under “non-teaching professionals”.

[Educator Effectiveness - SAS \(pdesas.org\)](https://pdesas.org)

- Questions related to Act 13 may be directed to [RA-PDE-Evaluation@pa.gov](mailto:RA-PDE-Evaluation@pa.gov)

# Educator Effectiveness (EE)



Standards ▾ Assessments ▾ Curriculum Framework ▾ Instruction ▾ Materials & Resources ▾ Safe & Supportive Schools ▾

Search SAS

## Educator Effectiveness

[Home](#) / [Instruction](#) / Educator Effectiveness

[Act 13 of 2020](#), signed into law by Gov. Tom Wolf on March 27, 2020, revises the Act 82 Educator Effectiveness (EE) process used to evaluate professional employees and temporary professional employees in PK-12 education across the commonwealth. Effective the 2021-2022 school year, the revised rating system applies to classroom teachers, nonteaching professionals, and principals as defined in Act 82 and Act 13:

- Classroom teachers, defined as professional employees or temporary professional employees who provide direct instruction to students related to a specific subject or grade level.
- Nonteaching professionals, defined as professional employees or temporary professional employees who are education specialists or provide services and who is not a classroom teacher.
- Principals, defined as principals, assistant or vice principals, and directors of career & technical education. NOTE: Supervisors of special education (non-teaching professionals under Act 82) are considered principals for the purposes of Act 13.

Questions related to Act 13 may be directed to [RA-PDE-Evaluation@pa.gov](mailto:RA-PDE-Evaluation@pa.gov)

Questions related to PEERS should be directed to [pdepvaas@iu13.org](mailto:pdepvaas@iu13.org).

**Effective June 17, 2022, Educator Effectiveness rating forms will be available through PEERS. The PEERS rating forms will offer a secure, stable option.**

▼ Toolkit

› Frameworks for Observation & Practice

› Performance Templates

› Examples from the Field

Toolkit

The Toolkit for the Evaluation of Educator Effectiveness was designed to provide guidance on the revised rating system for professional employees and temporary professional employees pursuant to Pa. Act 13 of 2020 (Act 13).

[Educator Effectiveness Interactive Toolkit](#)

[Educator Effectiveness Toolkit \(PDF\)](#)

# Educator Effectiveness (EE)

## ✓ Frameworks for Observation & Practice

### > Performance Templates

### > Examples from the Field

### > Rating Forms (PEERS)

### > Professional Development

### > Training Schedule

### > Recorded Sessions

The Framework for the Evaluation of Classroom Teachers is adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2011 "Framework for Teachers" and adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2020 "Framework for Remote Teaching".

#### Classroom Teacher

 Framework for Observation & Practice - Classroom Teacher

#### Principal (and Other School Leadership)

The Framework for Leadership is utilized for the evaluation of: Principal, Assistant/Vice Principal, CTE Director, Supervisor of Special Education, Non-Teaching Professional Supervisor

 Framework for Observation & Practice - Principal

#### Non-Teaching Professional


The Frameworks for the Evaluation of Non-Teaching Professionals were adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2011 "Framework for Teachers" and adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2020 "Framework for Remote Teaching".

 Framework for Observation & Practice - NTP Speech Language Pathologist

 Framework for Observation & Practice - NTP School Social Worker/Home and School Visitor

 Framework for Observation & Practice - NTP School Psychologist

 Framework for Observation & Practice - NTP School Health Specialist

 Framework for Observation & Practice - NTP School Counselor PK-12



# Data and Educator Effectiveness



## DOMAIN 1: Planning and Preparation

### COMPONENT 1A:

### Demonstrating Knowledge of Medical Process and Health Practices

The certified school health specialist exhibits knowledge of the specialized field and related medical practices.

#### Distinguished

- Demonstrates extensive understanding of the specialists' process and the field of health.
- Consistently collects, prioritizes, documents, and evaluates individual and collective student health data.
- Bases decisions on clinical judgment and current research to meet district needs.
- Seeks specialized professional development to expand knowledge.

#### Proficient

- Demonstrates adequate understanding of the specialized process and the field of health.
- Collects, prioritizes, documents, and evaluates individual and collective student health data when needed as part of delivery of care process.

#### Discussion Prompts:



- Describe the resources and information you use when assessing student needs.
- What information related to your practice is reported to other sources? What process do you employ?
- Where do you access current laws and policies/procedures related to your field of practice?
- Where do you access current and accurate information relative to community health-related issues (e.g., pertussis, COVID-19)?

#### Evidence of Practice:

- Data from school medical information gathering tool/computer program or health care record
- Data from SHARRS Annual State Report



# Data and Educator Effectiveness



## DOMAIN 2: Educational Environment

### COMPONENT 2C:

#### Following Health Protocols and Procedures

The certified school health specialist adheres to health policies, procedures, and standards of practice set forth by local, state, and federal governing bodies.

#### Distinguished

- Displays exceptional adherence to health policies, procedures and standards of practice, with evidence-based decision making.
- Maintains thorough and detailed documentation; uses data to inform school health policy decisions and advocate for student needs.

#### Discussion Prompts:



- How frequently do you access your district policies and procedures related to health care? How do they inform your practice?
- What guides your health room practice and/or educational programs in your health facility?

# School Nurse Duties/Coverage

- The duties of the school nurse are listed at 28 Pa. Code §§ 23.71 to 23.79, and include:  
[Chapter 23 School Health, Sections 23.1 - 23.87 School Health Services](#)
  - Assist in health program and examining.
  - Maintenance of records.
  - Advise pupils, teachers and parents.
  - Assist in interpreting health needs.
  - Provide information.
  - Plan for environmental needs.
  - Assist in budget preparation.
  - Coordinate the school health program with community programs.
  - Provide first aid services.





# Data - Advocacy

- Bridge health and education
  - Procedures and policies that promote safety, health and school attendance
  - Key role in plans of care in school setting
- How can data be used?
  - Educator effectiveness
  - Staffing considerations
  - Advocacy



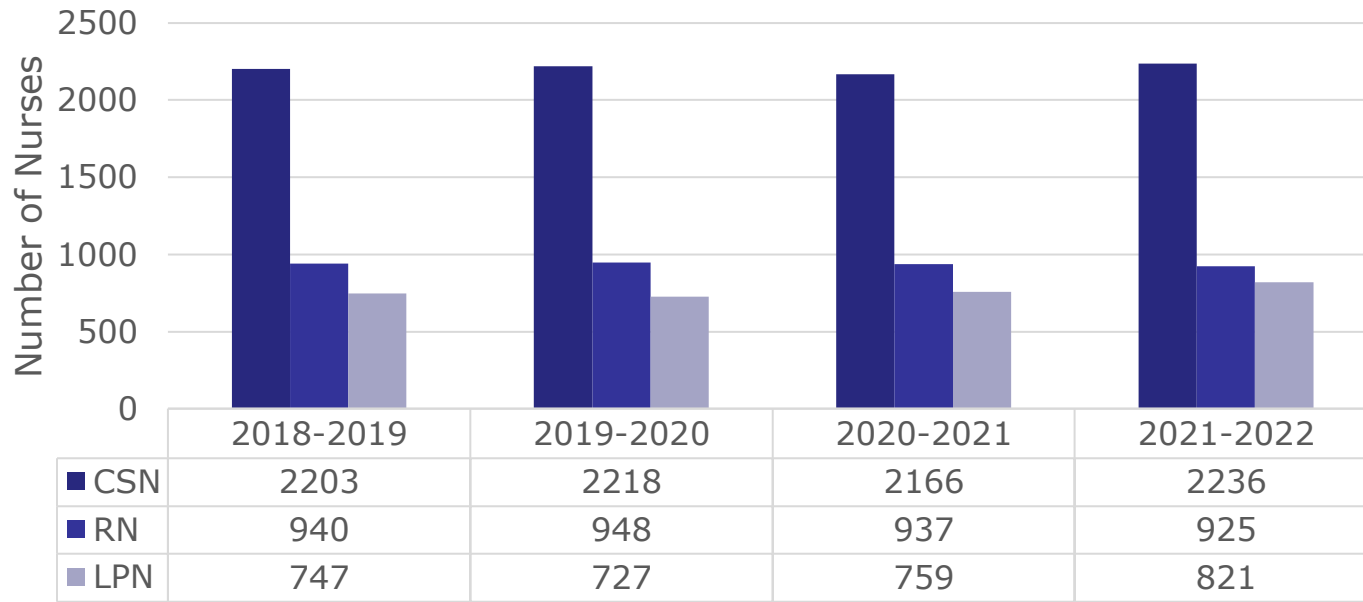
# Data - Advocacy

- Staffing
  - “In addition to the number of students covered, staffing for school nursing coverage must include acuity, social needs of students, community/school infrastructure, and characteristics of nursing staff.”
  - Use of acuity measures to support CSN role and staffing

Reference: National Association of School Nurses. (2020). *School Nurse Workload* (Position Statement). <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-workload>

# School Health Staff

## School Health Staffing



School Year

■ CSN ■ RN ■ LPN

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**In a couple of words, what are some ideas you have to help recruit and retain school nurses?**

① Start presenting to display the poll results on this slide.

# Nursing Shortage

## Ideas in locating school nurses/substitutes

- Confer with neighboring schools on the development of a substitute list. Combine resources.
- Nursing agencies. Include all agencies within your area.
- Connect with local college/university nursing programs.
- Provide orientation/information session on school nursing. Invite all nursing students, agency nurses, etc. Emphasis on the unique value of school nursing.
- Retired nurses
- Job postings on school's website, listservs, newspapers

# Nursing Shortage

A multistate license facilitates cross-border practice for many types of nurses who routinely practice with patients in other states:

- ▣ primary care nurses,
- ▣ case managers,
- ▣ transport nurses,
- ▣ **school** and hospice nurses and many others
- ▣ military spouses who experience moves every few years also benefit greatly from the multistate license.

Reference:

<https://www.ncsbn.org/news/pennsylvania-to-allow-nurses-with-multistate-licenses-to-begin-practicing-in-the-state-sept-5>

# Administrative Authority

## § 23.31. Administration.

- (b) *Duties of the administrative officer.* The administrative officer, through the board of school directors, shall arrange for the appointment of all health personnel including physicians, dentists, **nurses**, dental hygienists, medical and dental assistants, and medical technicians. With the assistance of these personnel, the administrative officer shall plan the health program. He shall check and file periodic progress reports and sign all reports for the various Commonwealth departments. He shall integrate the educational phases of the school health program with the school curriculum, promote the formation of advisory school health councils and attempt to integrate the school health program with community health programs.

# Administrative Authority (cont.)

- **Section 1106. Duty to Employ.**--The board of school directors in every school district shall employ the necessary qualified professional employees, substitutes and temporary professional employees to keep the public schools open in their respective districts in compliance with the provisions of this act.

[Act 14 Chapter 11](#)



# Emergency Preparedness

- Preparing for Potential/Actual Emergencies/Drills
- Review School Policies/ Procedures
- Develop Emergency Checklist
- Supplies - "Go Bag"
- Resources, DOH, PDE, FEMA, PEMA, REMS, NASN

# Emergency Preparedness

## What is Preparedness?

- To make or get something or someone ready for something that will happen in the future
- To expect that something will happen and to be ready for it



Reference: "prepared." *dictionary.cambridge.org*. 2024.  
<https://dictionary.cambridge.org/us/dictionary/english/>

# Emergency Preparedness

## **Critical thinking and problem-solving skills:**

Nurses often work autonomously under pressure and must make decisions using critical thinking to put their knowledge into practice. A solid analytical skill set lets you collect information, evaluate the facts, and develop a rational conclusion to improve patient outcomes.

[Reference: What Are the Qualities of a Good Nurse? | ANA \(nursingworld.org\)](#)

# Emergency Preparedness

The school nurse is often the first health professional who responds to an emergency. The school nurse has the education and knowledge to identify emergent situations, manage the emergency until relieved by emergency medical services (EMS) personnel, communicate the assessment and interventions to EMS personnel, and follow up with the health care provider.

Reference:

NASN Position Statement [Emergency Preparedness and Response in the School Setting](#)

# Emergency Preparedness

Severe Nosebleeds

Fractures/Sprains

Anaphylaxis

Falls

Burns

Cuts/Lacerations

Seizures

Hypoglycemia

Head Injuries

Eye Injury

Excessive Bleeding

Asthma attack

Choking

Chest Pain

Heat Illness

# Emergency Preparedness

**Who** are your prospective patients?

- Students, staff, administrators, volunteers, visitors, etc.

**What** types of injuries or illnesses may occur?

**Where** could illnesses or injuries take place?

**When** could an injury or illness occur?

- Before, during, following emergency/drill

# Emergency Preparedness

Review school policies and procedures regarding emergencies/drills

- ▣ May be located under “800” Operations
- ▣ May have two separate policies
- ▣ “Emergency Preparedness and Response”
- ▣ “Emergency Preparedness, Required Drills and Assessments

# PA Dept. of Education Resources

## PDE Fire Drills

<https://www.education.pa.gov/Schools/safeschools/resources/Pages/Fire-Drills-and-Bus-Evacuations.aspx>

## PDE BEC Fire Drills

<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/FireDrillsSecurityBusEvac.aspx>

## Provisions of Law/Fire Drills

[1949 Act 14 - PA General Assembly \(state.pa.us\)](#)

[1949 Act 14 - PA General Assembly \(state.pa.us\)](#)



# Emergency Checklist

- As a school nurse, having a well-prepared emergency checklist is crucial for ensuring the safety and well-being of students and staff during critical situations.
- Essential items that should be included in a comprehensive school nurse's emergency checklist:
  - ▣ Emergency Contact Information
  - ▣ Medical Supplies/Equipment
  - ▣ Communication Devices
  - ▣ Emergency Plans/Protocols

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**Thinking back to a recent emergency or drill you encountered. Was there a specific item (supply, equipment etc.) that you needed and did not have in your possession? Provide a brief (1-2 word) example.**

① Start presenting to display the poll results on this slide.

# Emergency “Go Bags”

A well-prepared **school nurse emergency bag** is essential for handling unexpected situations. Here’s a few examples of items you might consider including:

- ▼ Stethoscope/Blood Pressure Cuff
- ▼ Pulse Ox
- ▼ Medications – Epi-Pens/Asthma Inhalers/Narcan
- ▼ Glucose monitor with strips
- ▼ Instant Cool/Heat Packs
- ▼ Tourniquet
- ▼ Eye irrigation solution
- ▼ Hand Sanitizer
- ▼ Personal Protective Equipment (PPE)
- ▼ Gauze/Tape

# Emergency “Go Bags”

Specific contents of the emergency bag may vary based on your school’s policies and individual student needs. Regularly check and update the bag to ensure it remains well-stocked and ready for any situation.

NASN

[Emergency Resources, Equipment and Supplies List for Schools](#)

[Emergency Guidelines For Schools](#)

[FINAL Emergency Care for Schools - 2018.pdf \(pa.gov\)](#)

[Readiness and Emergency Management For Schools](#)

[Emergency "Go-Kits" for K-12 Schools \(ed.gov\)](#)

# Emergency Preparedness (Diabetes)

PA Dept. of Health, Division of School Health - Diabetes Guidance recommends obtaining an emergency supply kit from parents.

[Diabetes in School Children: Recommendations and Resource Guide for School Personnel](#)

American Diabetes Association lists suggestions in their Diabetes Medical Management Plan regarding necessary supplies/disaster planning.

[DMMP-9-11-23-rev.pdf \(diabetes.org\)](#)

# Educator Effectiveness



## DOMAIN 3: Delivery of Service

### COMPONENT 3E:

### Demonstrating Flexibility and Responsiveness

The certified school health specialist displays flexibility and responsiveness in meeting the health and wellness needs of students and families.

#### Distinguished

- Consistently seeks input from all stakeholders to guide decision making.
- Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.

#### Proficient

- Makes changes to a plan or program, based upon observed need.
- Utilizes relevant data to evaluate plan outcomes.

#### Needs Improvement

- Makes minimal changes to a plan or program when confronted with evidence of need.
- Makes limited use of relevant data when evaluating plan outcomes.

#### Failing

- Fails to demonstrate flexibility and responsiveness when changes to a plan or program are necessary.

#### Not Observed

#### Discussion Prompts: i

- How does annual SHARRS data assist in identifying health-related needs? Describe how you develop a plan to address the needs.
- How do you address the health needs of those having a language/cultural/equity barrier?
- How do you adjust your day-to-day responsibilities when unexpected circumstances arise?
- How do you adjust your service delivery in response to new or changing information?

#### Evidence of Practice:

- Use of annual SHARRS data
- Use of data for your specific student population outside the norm
- Techniques to address students with a language/cultural/equity barrier



# Emergency Preparedness

To optimize student health, safety, and learning, NASN advocates for a school nurse to be present in school all day, every day, and this presence is especially beneficial in planning for and responding to emergency situations.

School nurses, as healthcare providers, are an essential member of the leadership team, bringing their unique perspective to optimization of all phases of school emergency preparedness.

Reference: Davis-Alldritt, L. (2017). Management of diabetes. In C.A. Resha & V. L. Taliaferro (Eds.). Legal resource for school health services (pp. 305-323). Nashville, TN: SchoolNurse.com.

# Emergency Resources

PA Dept. of Health

[All-Hazard Planning Toolkit \(pa.gov\)](#)

PA Dept. of Education

[Resources and Toolkits \(pa.gov\)](#)

NASN

<https://www.nasn.org/nasn-resources/resources-by-topic/disaster-preparedness>

PEMA

<https://www.pema.pa.gov/Preparedness/Planning/Community-Planning/School-Safety/Pages/default.aspx>

FEMA

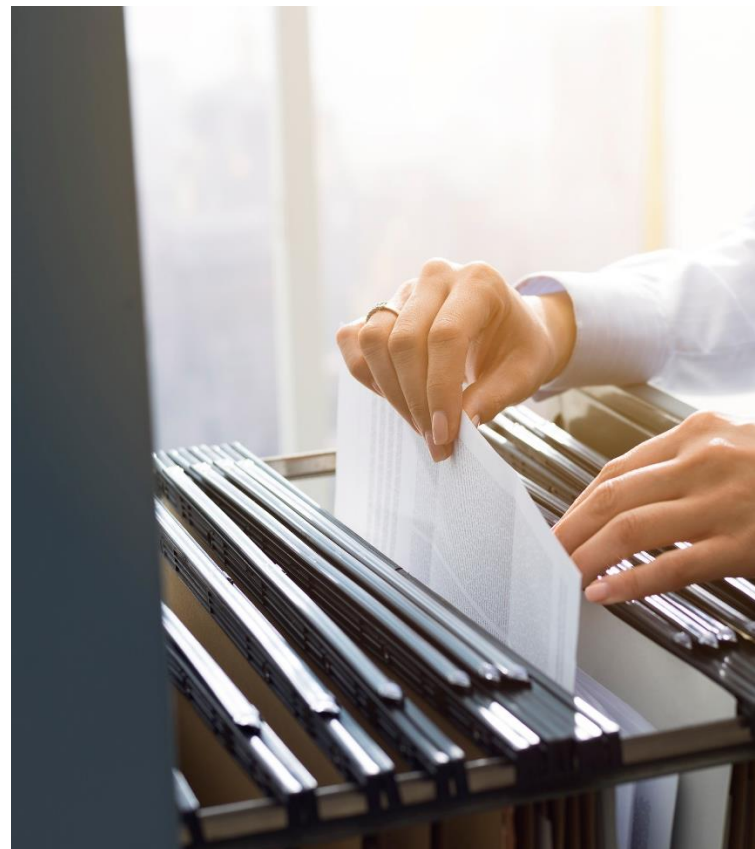
[Multihazard Emergency Planning for Schools Toolkit \(fema.gov\)](#)

<https://www.schoolsafety.gov/emergency-planning>



# Health Records

- Maintaining a comprehensive health record for each student is the responsibility of the Certified School Nurse.
- School Code Article XIV - section 1402(b) and 1409
  - [Pennsylvania Public School Code](#)
- PA Code 23.8, 23.55, and 23.72
  - [PA Code, Chapter 23 School Health](#)



# Health Records (cont.)

- Section 1409. Confidentiality, Transference and Removal of Health Records.
  - (b) a school entity may disclose information from health records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals in accordance with the Family Educational Rights and Privacy Act of 1974.

# Health Records (cont.)

- Section 1409. Confidentiality, Transference and Removal of Health Records.
  - (C)...the district or school wherein the child is newly enrolled shall request and the district or school where the child previously attended shall surrender the health record of the child.



# Health Records (cont.)

- Records Retention

- ▣ [24 Pa. Stat. § 14-1409](#) (“school boards or private schools, shall not destroy a child's health record for a period of at least two years after the child ceases to be enrolled”)
- ▣ Consider local School Board policies for Records Retention
  - 800 Series – Operations
  - Often list guidelines for manual/paper, electronic and email correspondences

# Health Records (cont.)

- § 23.8. Maintenance of medical and dental records
  - (a) School districts and joint school boards shall maintain comprehensive medical and dental records of each individual child.
  - (b) The records shall contain all the information the school obtains concerning the health of the child.



# Health Records (cont.)

- § 23.72. Maintenance of records.
  - School nurses shall maintain comprehensive health records of each child and records of school nursing services.



# Health Records (cont.)

- **Confidentiality**
  - ▣ Parents and students have an expectation of privacy where the student health information is concerned.
  - ▣ Reminder: When sending questions to Division of School Health please do not include any PHI/PII

Confidentiality

# Health Records (cont.)

- [Physical Examination Form](#) (PDF) (School or Private)
- [Physical Examination Form](#) (Word) (School or Private)
- [Progress Notes](#) (PDF)
- [Progress Notes](#) (Word)
- [School Health Record](#) (PDF)
- [School Health Record](#) (Word)
- [School Personnel Health Record](#) (PDF)
- [School Personnel Health Record](#) (Word)
- <https://www.health.pa.gov/topics/school/Pages/Mandated-School-Health-Programs.aspx>





# FAQ's/Updates

## School Health Annual Reimbursement Request System (SHARRS)

Instruction manual

[SHARRS Instruction Manual](#)



# FAQ's/Updates

The purpose of the SHARRS report is twofold:

- ▼ To provide a mechanism for school entities to document the provision of, and receive reimbursement for, health services.
- ▼ To obtain information about Pennsylvania's school health programs, including student health status, dental and medical health service utilization and selected nursing activity.
- ▼ SHARRS reporting window will open May 15th

# FAQ – Respiratory Virus Information

## PA HAN 741

- ▀ People ill with COVID-19 stay home and isolate from others until been fever-free for at least 24 hours (without using fever-reducing medication) and their symptoms are improving overall.
- ▀ Although CDC has not yet released updated guidance for schools, institutes of higher education, and childcare facilities, these facilities should begin following the new isolation guidance.
- ▀ Updates to school guidance for all respiratory viruses including considerations for students with special health care needs anticipated prior to 2024-2025 SY

# FAQ's/Updates

## LifeVac

### – Rescue Suction Device

\*\*Division of School Health is unable to endorse specific products or equipment

- Considerations:

- ▣ FDA [Registered](#) vs FDA Approved
- ▣ Current CPR protocols

- Suggestions:

- ▣ Confer with school physician
- ▣ Contact your local chapter of the American Red Cross or American Heart Association for current/recommended choking guidance.



# FAQ's/Updates

- Menstrual Hygiene



- ▣ [HB799](#) (Session of 2023)
  - ▣ Referred to Education Committee (April 2023)
- Governor's proposed budget does include funding for menstrual hygiene products in schools

# FAQ's/Updates

- Nurse Licensure Compact
  - an agreement among 41 states and U.S. territories and administered by [National Council of State Boards of Nursing](#), that recognizes the practicing privileges for nurses licensed under the compact.

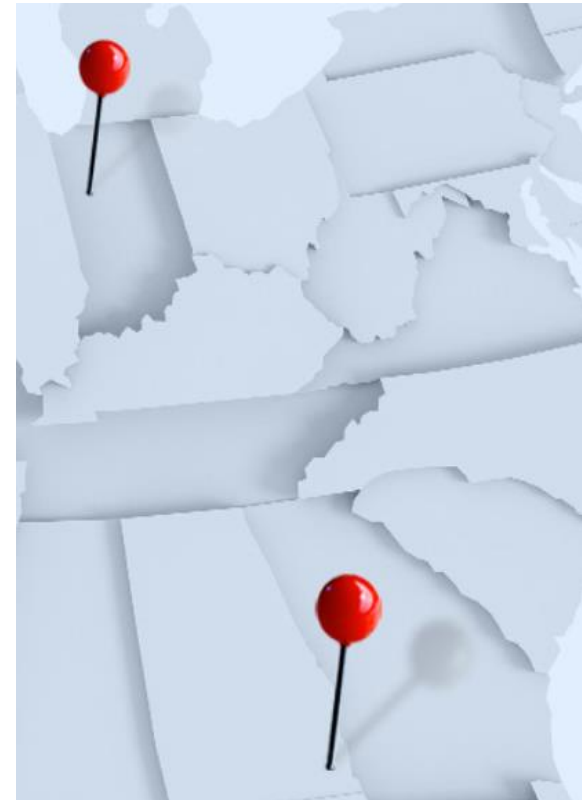


# FAQ's/Updates

- Nurse Licensure Compact (cont.)
  - Starting Sept. 5, 2023, registered nurses (RNs) and licensed practical nurses (LPNs) who hold multistate licenses through the compact will be permitted to practice in the commonwealth without obtaining a Pennsylvania license.
  - [National Council of State Boards of Nursing - NLC](#)
  - [State Board of Nursing's webpage](#)

# FAQ's/Updates

- Nurse Licensure Compact (cont.)
  - ▣ PA nurses will not be issued multistate license until other preconditions are satisfied.
  - ▣ Pennsylvania nurses will be able to apply for a multistate license once the compact has been fully implemented.





# FAQ's/Updates

## Solar Eclipse – April 8, 2024

- **REMINDER:** You need to protect your eyes to view the eclipse safely. Looking directly at the sun with the naked eye, through an unfiltered camera lens, or with any kind of standard sunglasses may result in permanent eye injury!
- School districts may determine appropriate procedures based upon timing of the eclipse



# FAQ's/Updates

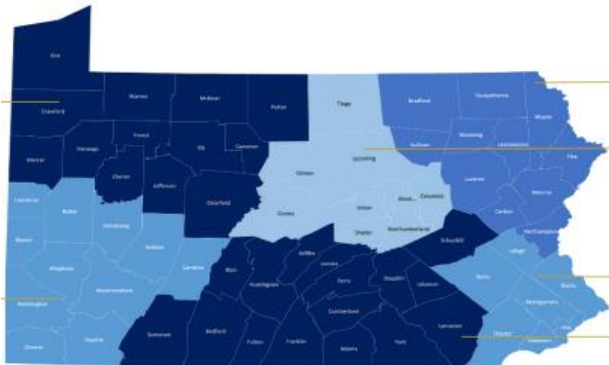
- ▼ The eclipse will begin around 2:00 P.M. on April 8
- ▼ Within the path of totality, the total eclipse phase will last from approximately 3:15 P.M. to 3:20 P.M.
- ▼ The eclipse will conclude around 4:30 P.M.
- ▼ Resources:
  - ▼ PDE: <https://www.education.pa.gov/K-12/SolarEclipse/Pages/default.aspx>
  - ▼ PA Dept of Natural Resources: <https://www.dcnr.pa.gov/Pages/2024-Total-Solar-Eclipse.aspx>
  - ▼ NASA: <https://science.nasa.gov/eclipses/future-eclipses/eclipse-2024/safety/>



# FAQ's/Updates

## PA Oral Health Basic Screening Survey

- ▼ Conducted on 3<sup>rd</sup> grade children during 21-22 school year.
- ▼ Summarizes the findings of the state-wide sample.
- ▼ Provides valuable insights into current oral health.



# FAQ's/Updates

## PA Oral Health Basic Screening Survey

- ▼ The report highlights regional, urban, and socioeconomic disparities in oral health outcomes.
- ▼ Children from low-income families and those living in rural areas are at higher risk of poor oral health.
- ▼ Prevalence of dental caries in PA 3<sup>rd</sup> grade students is higher than the national average.

[Pennsylvania Oral Health Basic Screening Survey Report](#)

# FAQ's/Updates

## Resources for Health Care:

- Federally Qualified Health Center (FQHC)

FQHC's offer: Primary health care, behavioral health, peds, dental, vision, and pharmacy.

<https://www.health.pa.gov/topics/programs/Pages/FQHC.aspx>

<https://pachc.org/patients/>

# FAQ's/Updates

## Resources for Health Care

- PA Department of Human Services (DHS) recently launched their PA Navigate tool

Ability to search for social services by zip code

<https://pa-navigate.org/>



**PA NAVIGATE**  
linking patients to community resources



# Self Care for Nurses

- **ANA Code of Ethics – Provision 5**

**5.1 Duties to Self and Others**

**5.2 Promotion of Personal Health, Safety and Well Being**

[View the Code of Ethics for Nurses | ANA \(nursingworld.org\)](https://www.nursingworld.org)



# Self Care Resources

- **Nurse Journal**

[Self-Care For Nurses|NurseJournal.org](https://www.nursejournal.org)

- **PA Dept. of Education**

<https://www.education.pa.gov/Schools/safeschools/MentalHealth/self-care/Pages/default.aspx>

- **Nursing Process**

[Self-Care For Nurses – 25 Proven Strategies \(nursingprocess.org\)](https://www.nursingprocess.org)

- **National Library of Medicine**

<https://pubmed.ncbi.nlm.nih.gov/35431686/>

- **NASN**

<https://www.nasn.org/glossary/self-care>



# Self Care Resources

- **CDC Coping with Stress**

[Coping with Stress \(cdc.gov\)](https://www.cdc.gov/healthybehavior/2019/coping-with-stress)

- **American Nurses Association**

[Combating Stress | American Nurses Association | ANA \(nursingworld.org\)](https://www.nursingworld.org/combating-stress)



# Questions?



# THANK YOU



Division of School Health appreciates **All** the ways you go above and beyond to ensure healthy, safe environments for PK-12 Students and Staff