

Employee of the Year Honoree– Courtney Jones, RN, BSN

Courtney Jones, RN, BSN, was recently recognized as the Employee of the Year by Children's National Health System. Nurse Jones was recognized at the Annual Awards Luncheon held on Thursday, March 19th, at the Hilton Hotel. Jones previously worked at Dunbar Senior High School in Ward 5 where she created the "Ladies of Dunbar," a mentoring and support group for female students. Group session topics included life skills, college preparation, and women's health. In addition to her regular duties as school nurse, Jones also mentored newly hired nurses and trained colleagues in using the electronic nursing documentation system. "Courtney is a champion for children's health through her dedication to the students at Dunbar and her fellow nurses from Children's School Services," said Mina DeShazo, Vice President of Human Resources for Children's National Health System. "We are proud of her work to care for more than just the physical needs of children, but to help them grow into healthy adults, emotionally and physically."



Courtney Jones, RN, BSN ,with her award



Mary Lynn Elsmo, Human Resources Business Partner
Courtney Jones, RN, BSN
Barbara S. Scott, CSS Executive Director
Mina DeShazo, Vice President of Human Resources

<http://www.gazette.net/article/20150402/NEWS/150409753/0/hyattsville-nurse-named-children-x2019-s-national-x2019-s-employee&template=gazette>

2015 NASN Conference "Embracing Today– Transforming Tomorrow"

The National Association of School Nurses Annual Conference will be held June 24 through June 27, 2015 in Philadelphia, PA. Full conference registration includes admittance to general sessions, breakout and SNAP sessions, the poster presentation session, the annual business meeting, and the exhibit hall. It also includes an exhibit hall luncheon on June 24th and refreshments on June 25th. Early registration ends on Wednesday, April 15, and regular registration will run April 16 through May 16. Late registration and onsite will run May 17 through June 24.

For pricing and more information, please visit schoolnursenet.nasn.org/nasn2015/home

Standing up to Bullying and Harassment

On Monday March 9, 2015, Mr. Kamil Quander visited Oyster Adams Middle School to speak with students about bullying and harassment. Quander, who works for the Department of Health, shared an interactive PowerPoint presentation with the sixth through eighth grade students. He defined bullying and explained the different types, such as cyber, physical, and emotional. Students were able to identify the effects of being bullied, persons at risk of being bullied, and how to avoid and deal with bullies in your school, home, or social areas. Groups were given case based scenarios and shown statistics in Washington, DC, for middle and high school students who have reported being victims of bullying. During the conclusion of the presentation, students recited an anti-bullying pledge to stand up for making good choices and alerting a trusted adult or caregiver when observing any forms of bullying type behavior.



Danielle Chapman, RN, BSN, MSA
School Nurse-Oyster Adams Middle Campus

Luke C. Moore Senior High School's 3rd Annual Career Fair

On March 26, 2015, Valerie Horne, RN, participated in the 3rd Annual Career Fair at Luke C. Moore. Nurse Horne displayed a poster board, which highlighted the career pathways in the nursing profession. A video showing the view of nursing from the patient's perspective also was on display. Horne engaged the students in conversation about their desires of becoming a professional nurse, and students left encouraged and excited about the prospect of a career in nursing.



Valerie Horne, RN (far right) pictured with students

Valerie Horne, RN
School Nurse, Luke C. Moore SHS



School Nurse Valerie Horne, RN

Lafayette Elementary Celebrated National Nutrition Month with a “Colors of the Rainbow Challenge”

Fridays throughout the month of March were “Try-day,” with fruits and vegetables in all the colors of the rainbow offered to all 708 students at Lafayette Elementary School. Targeted to the second grade curriculum, our second grade classes and their parents participated in purchasing, prepping, and serving students in grades PK through fifth. Each second grade class chose a color to represent. We divided the colors into green, red, orange/yellow, purple/blue, and white/tan/brown.

Each week’s class gave morning announcements about their color including nutritional value and fun facts, the class got a “MyPlate” nutrition lesson by Nurse Cockrell, and the parents provided taste-testing of fruits and vegetables in that color at lunchtime on Friday. The kids wore beaded necklaces in their color and received a “thank you” treat for participating. Nurse Cockrell made smoothies to supplement the tastings. The Colors of the Rainbow Challenge was a much bigger success than we expected; kids were excited about what color was next and were willing to try a range of unusual items they had never seen. Among the favorites were coconut and jicama, limes, and lemons (especially among the fourth grade boys), and kiwi. We have decided that this will be an annual event to celebrate National Nutrition Month at Lafayette!



Chris Cockrell, RN, BSN
School Nurse– Lafayette Elementary School

April Health Observances

Alcohol Awareness Month

Irritable Bowel Syndrome Awareness Month

National Autism Awareness Month

National Child Abuse Prevention Month

National Minority Health Month

Sexual Assault Awareness and Prevention Month

Sports Eye Safety Awareness Month

STI Awareness Month

Women’s Eye Health and Safety Month

National Public Health Week (April 6-12)

Sexual Assault Awareness Day of Action (April 7)

World Health Day (April 7)

National Alcohol Screening Day (April 9)

National Youth HIV and AIDS Awareness Day (April 10)

Every Kid Healthy Week (April 20-24)

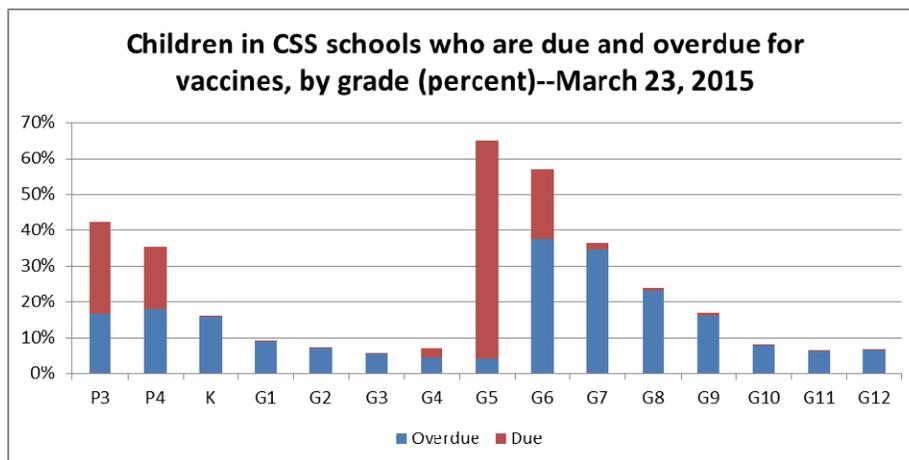
World Immunization Week (April 24-30)

World Meningitis Day (April 24)

Got a minute? Think Shots! Use every encounter to promote prevention!

Overall, just 75 percent of students in grades fifth through eighth in the District of Columbia Public and Public Charter Schools covered by CSS are in compliance with Washington, DC, immunization requirements, and just 38 percent have had all vaccines recommended by the Centers for Disease Control (CDC). We can do better! During the remainder of this school year, we hope you can raise awareness about vaccines in your school community by finding more opportunities to provide education and reminders about recommended vaccines. Be proactive! Don't wait until kids are overdue. Develop a pro-vaccine culture in your school by educating parents about the vaccine schedule. Encourage parents to get all vaccines that are recommended as soon as possible after they become due. Keep in mind that the CDC recommends that all healthcare encounters be used as opportunities to remind students to get immunized. Vaccines can be given during acute care office visits for mild illness or injury. Your current routines include regularly running registry reports to identify the children in your school who are overdue for immunizations. Are you doing all you can to encourage vaccination before children become overdue? Here are some things that you can do or share with your principal:

- Ask your principal to send an automated message to all families with children who are due or overdue for vaccines.
- Each month, send automated messages to families with children who have recently celebrated their 4th or 11th birthdays.
- Follow up with personal phone calls to help parents/guardians understand the importance of receiving all recommended vaccines, and make a plan to visit to their medical home.
- When children don't have a medical home or lack insurance coverage, provide information about how to find a primary care provider and how to enroll in Medicaid.
- If your list seems overwhelming, break it into small pieces. Starting with one or two calls a day, you can work this task into your busy day.
- Keep a log so you can feel good about the contacts that you make. Celebrate each small success!
- When parents think their child is all up-to-date, tell them what the registry report indicates, and ask them to bring in their updated immunization records so you can update the information.
- When you see a student in your health suite who is due or overdue for vaccines, talk to him/her about the vaccines and give the parent a reminder, either by phone call or written note.
- When you talk to parents/guardians for other reasons, be sure to include a reminder about vaccines if the student is due or overdue for vaccines.
- When you send a child home with a recommendation that they see their healthcare provider for a mild illness or injury, give the parent a copy of the child's registry report and remind them to ask if he/she can get his/her vaccines while he/she is there.
- Include discussion of pre-teen vaccines in sessions for preparing students and parents for transition to middle school.



This chart shows how the percentage of children who are due and overdue for vaccines varies by grade. When kids turn 4, they become due for DTaP, IPV, MMR, and varicella, resulting in the high number of preschool children who are "due." As they get into kindergarten, most kids routinely get these shots, and the number of kids who need shots decreases. The next big increase in kids "due" comes in fifth grade, as kids pass their 11th birthday and become due for Tdap, Meningococcal, and HPV vaccines.

Talking to Teens and Pre-teens About Vaccines

Most teens and pre-teens are very interested in learning about their bodies. While they may not be experts in considering the long-term consequences of their actions, they are increasingly able to understand how things work. Their growing sense of autonomy means they want to show that they can be in charge. This means that they can be very receptive to learning about how vaccines work and why they should get them. Because they want to make it clear that they aren't babies anymore, they like being treated like responsible, mature people. They get it when you say, "Yes, it hurts a bit when you get the shot, but you can handle that--it's a lot better than getting whooping cough or meningitis." By speaking directly to the student about vaccines, providing reliable information, and encouraging them to talk with their parents about making an appointment, you can help that young person start to assume responsibility for his/her own health. When a student brings you that updated shot record, reward them with your own special celebratory high-five or fist bump to make them feel good about taking this step to safeguard their health.

For educational materials for teens and pre-teens, go to <http://www.cdc.gov/vaccines/who/teens/for-preteens-teens.html>

Janet Gingold, MD, MPH
School physician

Case Management and Asthma

The Case Management staff encourages all nurses to review your medically fragile list of students with asthma. If a student comes to your health suite complaining of asthma symptoms and does not have an updated Asthma Action Plan or prescribed medication in the health suite, please give the parent a courtesy call. Explain to them the importance of asthma medication being available at school to have a safe care plan. Common asthma triggers include colds, flu, dust, strong odors, and changes in weather and exercise.

This has been an extremely cold winter, and with upcoming spring and summer climate changes, more students may present in the health suite with symptoms. Let's be prepared to serve this population. Remind parents to bring the inhaler to school in the original box with the pharmacy label. Verify that the Asthma Action Plan is current and completed with all required signatures and boxes prior to parent leaving health suite.

All Washington, DC Medicaid/Managed Care Organizations (Amerihealth, MedStar, Trusted, and HSCSN) have confirmed they will cover two inhalers and spacers without an override process. If parents report difficulty in filling prescriptions, please let us know, and Case Management will follow up with the Managed Care Organization.

Alicia Littlejohn, RN-BC, Case Manager II
Barbara Freeman, RN, MPA/HAS, Case Manager, II
Mary Allen-Rochester, RN, MA, CHPC.ED, Case Manager, II

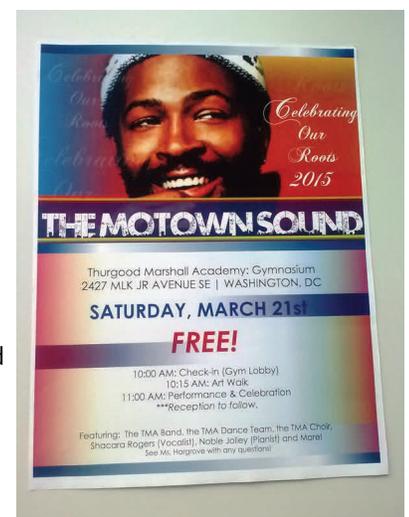
Celebrating our Roots

Thurgood Marshall Academy hosted "Celebrating Our Roots with the Motown Sound of the Sixties and Seventies" on Saturday, March 21, 2015. This annual event is coordinated and hosted by our wonderful art teacher, Ms. Nafessah Symonette.

The students showcased their talents and gifts through art, music, and more. The Motown Sounds of the Sixties and Seventies echoed in the auditorium with performances from the students. Some of the 60s sounds were Stevie Wonder, The Marvelettes, and the district's own Marvin Gaye. The 70s sound was The Jackson Five.

This event not only celebrates our history, but also exposes the students to different genres and culture. A host of friends, family, and Thurgood Marshall Academy staff came out to support the students and had a great time.

Yvonne Akinwumi, BSN, RN
School Nurse, Thurgood Marshall Academy Public Charter High School



Leukemia in Children—Getting Back to School Part 2

As more effective and successful treatments are developed, more children with leukemia are able to return to school while undergoing treatment. Not only does this benefit the child's education, but it is equally important for emotional and social development. As the medical community works to treat the physical condition, parents and school personnel can focus on normalizing life and building skills for the future. This article is a reflection of one child's return to school after cancer diagnosis and during ongoing treatment as told by the school nurse. The accommodations and strategies employed for this student are useful and adaptable for assisting other families and school communities as they work with children entering school with physical challenges.

Ms. Peaks, as the school nurse, describe your actions when hearing that Abby would be attending your school?

I immediately called Abby's mother (Mrs. Furco) to discuss Abby's diagnosis, history, and treatment. During their initial visit to the school, I provided a tour of the health suite, while Mrs. Furco finalized the registration paperwork. Abby told me that she and her mom would share with classmates and their parents the details of her diagnosis, treatment, and the precautions that were necessary to minimize her risk of infections. She also informed me that her treatment-induced hair loss did not bother her, and that at her former school, she allowed her classmates to touch her scalp. After the visit, a multidisciplinary team approach was initiated. The team consisted of the parents, homeroom teacher, school nurse, school principal, physical education teacher, social worker, custodians, and Abby's medical care providers. Abby's health needs were explained to the school team, along with the need for adjustments based on Abby's stamina. The following goals were established:

- Minimize school absences by promoting Abby's wellness
- Maintain a safe environment
- Provide academic support when absences were necessary
- Encourage adequate hydration for Abby as well as early recognition of symptoms of dehydration
- Provide routine physical fitness and rest breaks as needed
- Monitor vital signs—especially body temperature as an early indicator for infection
- Avoid trauma to Abby's Medi Port
- Provide periodic cleaning and disinfection of the classroom

What accommodations did you find to be most helpful for Abby?

- Ongoing communication with mom and teachers to address concerns related to Abby's condition and well-being
- Providing a place to rest in the classroom (bean bag) or in the health suite
- Monitoring more closely after treatments
- Allowing student to serve as leader for class just like other students
- Adjusting the length of student's school day, allowing late arrival or early dismissal
- Development of a 504 plan including the accommodations we had found to be most helpful; the 504 plan included allowing Abby to have more time and frequent breaks during standardized testing to help with fatigue. We also included accommodations to assist with handwriting, which was tiring to her
- Implementing a friendship group with the school social worker when Abby experienced a time of wanting to remain at home. The friendship group was a dedicated time with the school social worker each week working on social skills and allowing Abby to select a classmate to attend with her.
- Implementing safety precautions for her port and emergency supplies in case it became dislodged. Classroom teacher instituted "Abby first" or "Abby last" to go get coat and backpack when the port was present to minimize it being bumped by another student in tight quarters

To read full article: <http://nas.sagepub.com/content/30/2/119>

Roslyn Peaks, MS, BSN, RN
School Nurse, Janney ES

This newsletter is published monthly by the Children's School Services School Health Nursing Program.

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