Delaware School Nurse

Suggested Activities During Remote Learning

This document is intended as a resource for the Registered Nurse practicing in the school setting, while regular school functions are disrupted. Outlined activities follow National Association of School Nurses (NASN) Framework for 21st Century School Nursing Practice.

Please note: these are examples, not requirements. Individual practice is at the discretion of the RN.

RN services do depend on context. Decisions about individual practice should be made considering applicable law, personal circumstances and work site specifics.
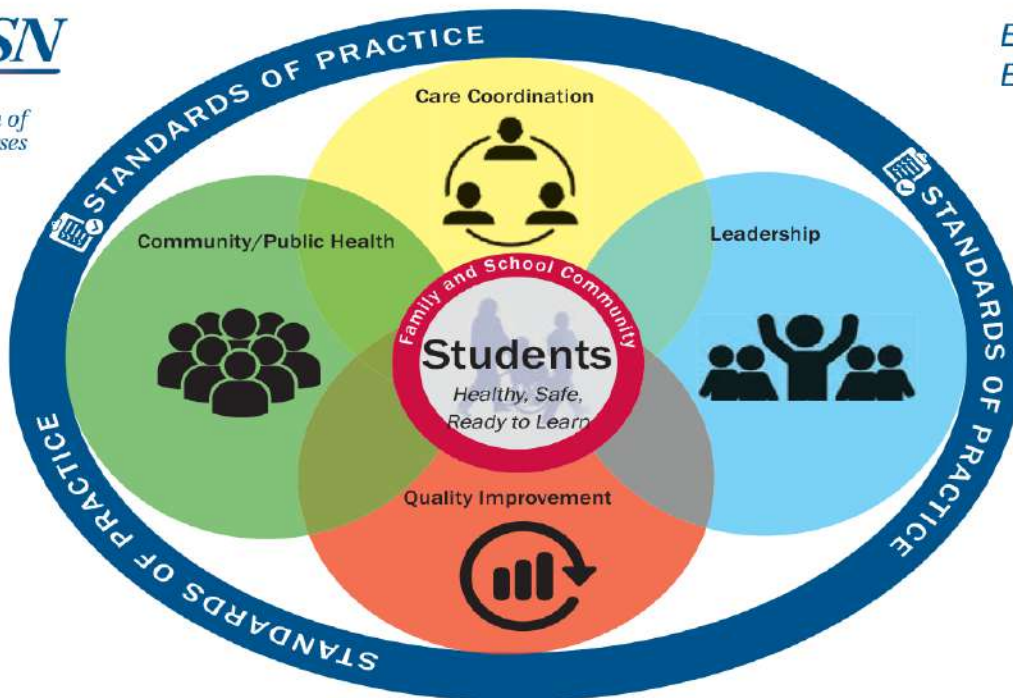
December 3, 2020

Framework for 21ˢᵗ Century School Nursing Practice™

NASN
National Association of School Nurses

BETTER HEALTH.
BETTER LEARNING.™

STANDARDS OF PRACTICE

Care Coordination

Community/Public Health

Leadership

Family and School Community

Students
Healthy, Safe,
Ready to Learn

Quality Improvement

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination, Leadership, Quality Improvement,* and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice

- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- NASN Position Statements
- Nurse Practice Acts
- Scope and Standards of Practice

Care Coordination

- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/ Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self- empowerment
- Transition Planning

Leadership

- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice
- Technology
- Policy Development and Implementation
- Professionalism
- Systems-level Leadership

Quality Improvement

- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/ Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set

Community/ Public Health

- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/ Follow-up
- Social Determinants of Health
- Surveillance

ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf

Rev. 10/6/16

Standards of Practice

Know your Nurse Practice Act, Scope and Legal Requirements

DE Title 24 Professions and Occupations Chapter 19: Nursing

- **Recognize Opportunities**
  - Providing safe care:
    - Consider Family Educational Rights and Privacy Act (FERPA) guidelines allow schools to share information as needed with school officials with legitimate educational interest and appropriate health officials in cases of health and safety emergencies
    - Consider personal privacy, especially if communicating via personal devices
    - Use egress or other means of secure communication when talking with families and staff regarding COVID-19 information or status
  - Demonstrating competency in your area of practice
    - Attending and completing accredited professional development, reviewing DPH, DOE & CDC documents
  - Developing and implementing care plans
    - create & implement IHP
  - Providing health education
    - COVID-19 health measures education to staff, students & families
  - Developing and implementing health policy
    - Updating policies & procedures district specific
- **Practice to the full extent of your license**
  - Document challenges and address if needed
- **Practice within your scope**
  - Virtual visits, phone consultations, vision, hearing and postural screenings if feasible
  - Document challenges and address if needed

Standards of Practice

Know your Standards of Practice

- **Recognize opportunities and challenges**
  - Review the Delaware School Nurse Manual, the School Nurse Resource Manual, School Nurse Resources and American Nurses Association/National Association of School Nurses: Scope and Standards of Practice
  - Standards of Practice
    - Critical Thinking-using problem solving prioritization, clinical decision making, clinical implementation and reflection when providing nursing care (OSNA)
    - Use evidence-based practice to guide and improve nursing care
      - Individualized Healthcare Plans (IHP)
      - Emergency Action Plans (EAP)
    - Participate in meetings for students with special healthcare or educational needs
      - Individualized Education Plans (IEP)
      - 504 meetings
  - Standards of Professional Performance
    - Stigma, inequity or inequality related to COVID-19
    - Staff/student/family COVID-19 education
      - COVID-19 Health Related Topics & Resources
    - Collaboration with teaching staff for students who may be absent from the remote learning environment due to challenges or access to technology
    - Use Code of Ethics as a guide for consistent quality nursing care and the ethical obligations of the profession (ANA)

Standards of Practice

Fulfill the competencies related to your standards of practice

- National Board Certification of School Nurses (NBCSN)
- Logging clock hours and continuing education credits in Delaware Educator Data System (DEEDS) or other tracking system
- Refer to the Leadership component of this document for additional learning opportunities
- Document challenges and address if possible

Review the Delaware School Nurse Manual Standards of Practice, Chapter 1.
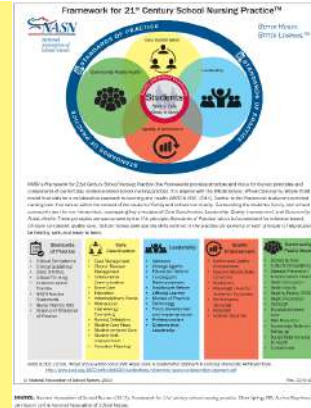
Care Coordination

Case Management
- Work with students and staff on a case-by-case basis
- Identify symptoms and complete screening as needed
    - Refer to HCP for evaluation and testing if indicated
    - Assist DPH/ Epidemiology in school contact tracing as needed using the DPH COVID Epi School Data Collection Form Updated2020Oct29
    - Volunteer in community-based events during the COVID-19 Pandemic
    - Delaware Emergency Management Agency (DEMA)
    - Delaware Medical Reserve Corps (DMRC)
- Collaborate with leadership to create district protocols and procedures to assist with suspected or confirmed positive cases and potentially exposed contacts
- Answer specific questions for students and staff related to COVID-19 concerns
- Connect students, families and staff with identified resources when indicated to promote optimal health

Chronic Condition Management
- Consider care, such as ensuring students' school medical supplies for use at home
- Review/update materials to educate school personnel
    - Administer medications on field trips and after-school care
    - I'm Ready (PDMS Course)
    - School Health Return to School Additional Guidance
    - Considerations for Students with Special Healthcare Needs
   - COVID-19 Health Related Topics & Resources PowerPoint

Care Coordination

Chronic Condition Management continued

- Coordinate with students' healthcare providers to ensure the appropriate level of care is given during the school day.

- Develop and implement IHP's based on physician's orders for students with chronic conditions. Some examples include but are not limited to:
    - Asthma Care
        - Communicate with parents and providers regarding guidance for treatments during the COVID-19 Pandemic using the Parent/Guardian Letter regarding Asthma Inhaler vs. Nebulizer in School
    - Diabetic Care
    - Cystic Fibrosis
    - Epilepsy
    - Sickle Cell Anemia
  - Identify high risk students/staff within the school population to discuss possible accommodations before returning in-person.
 - Utilize the Decision Making Tool for Parents and Guardians

Care Coordination
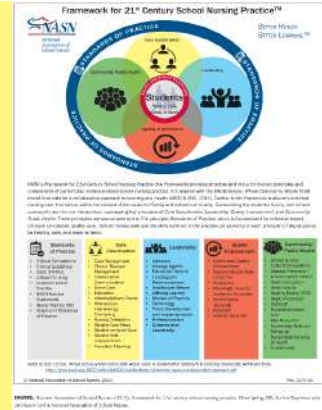
Collaborative Communication

- Collaborate with teams to ensure safe and effective care for students. These teams include but are not limited to:
  - Special Education
    - Participate in developing IEP's and 504 Plans specific to the student's special healthcare needs
    - Develop IHP's and EAP's for the students with special healthcare needs
  - School Nutrition
    - Ensure food safety is recognized for students with potentially life threatening food allergies and students with specific dietary restrictions
  - Caregivers
    - Collaborate care for students with special healthcare needs such as managing activities of daily living (ADL) and supporting participation in extra-curricular activities as offered
  - Visiting Teachers
    - Collaborate care for students with special healthcare or educational needs
  - School Counselors
    - Assist students to identify concerns and possible solutions
   - Refer for counseling services when indicated

Care Coordination
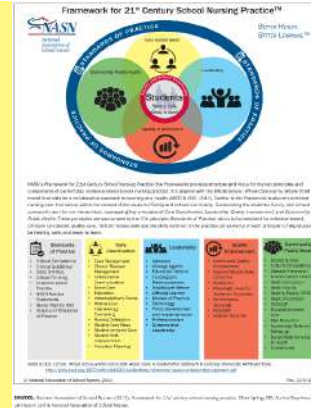
Collaborative Communication continued

- Department of Public Health
  - Communicate findings of communicable diseases
    - Report COVID-19 by calling the DPH hotline @1-888-295-5156
    - Report other communicable diseases to Delaware Health & Social Services (DHSS) Epidemiology
    - Immunization surveys and reporting
  - Recommendations for pandemic guidelines
  - Communicating updated recommendations, restrictions and requirements for reopening safely
- Pediatricians
  - Facilitate the execution of physician's orders for medical conditions such as asthma, epilepsy, diabetes, life-threatening allergies, etc.
- Leadership
  - Create open dialogue and communication with school leadership, Delaware Public Health, Department of Education to ensure the safety and integrity of school campuses are maintained per recommendations and guidelines
- Parents/Guardians
  - Communicate with families as needed to offer support
    - Health status/wellness support
    - Safety
    - Education support
    - Community resources

Care Coordination
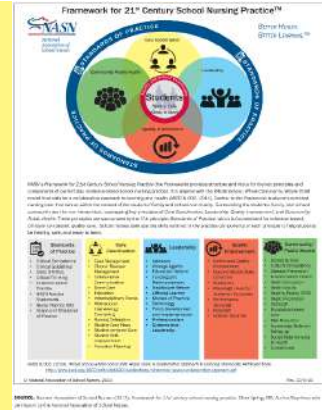
Interdisciplinary Teams

- Facilitate communication and education between campus stakeholders:
    - Board of Directors
    - School Leadership
    - Frontline Education Staff
    - School Counselors
    - Students and Families
- Outreach to share information and support such as accurate health information, links to services and positive messages

Direct Care

- Utilize the COVID-19 School Health Forms & Resources
- Review and implement the Considerations for Students with Special Healthcare Needs guidance document
- Flu screening and preventive influenza vaccination clinics if feasible
- Utilize isolation spaces for suspected COVID-19 case
- Maintain good hand hygiene
- Maintain social distancing
- Personal Protective Equipment (PPE)
    - Minimum requirement (Face-covering)
    - Elevated PPE (N-95/K-N95, Face Shields, Gowns, Gloves)
    - For more information, refer to Considerations for Students with Special Healthcare Needs and School Health Return to School Additional Guidance documents
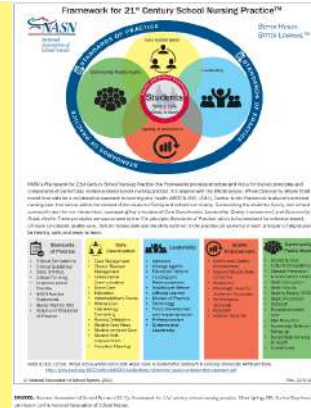
Care Coordination

Education

- The school nurse is the frontline of health and wellness education for the campuses community. Education topics include but are not limited to:
  - COVID-19
  - Emergency Situation Response
  - CPR training
  - Hand Hygiene Education
  - Educate staff on safe medication handling while attending off campus events (such as I'm Ready PDMS courses)
  - Educate families and staff on COVID-19, health and wellness
    - COVID-19 Health Related Topics & Resources
    - Student Health Self-Screening ParentGuardian Letter - English

Non-Nursing Duties

- **E**ducate and collaborate with staff a process to identify minor occurrences that can be managed outside the nurse's office to reduce risk of COVID-19 exposure. Encourage self-care when appropriate.
  - Loose or lost teeth
  - Minor scrapes & abrasions/picked scab
  - Nutritional needs
  - Soiled clothing/clothing needs

Care Coordination

Student Care Plans
- Collect and review care plans written by the student's Healthcare Provider.
- Identify all necessary items in the care plan that need to be on campus for proper delivery of care.
- Coordinate medication treatment consent and delivery with parent/guardian

Student Centered Care
- Providing collaborative care for the whole child (NASN's 21st Century Framework)
- Providing education to allow students to be decision makers in their own care
    - Dietary education for students with diabetes
    - Self assessment skills of asthmatic students for MDI use prior to activities
    - Assisting students in learning how to manage medication routines

Student Self Empowerment
- Empower the student to make and implement changes in their own health care.
- Identify the need for health resources
    - nurse office visit
    - education resources
    - referrals
    - advocacy

Transition Planning
- Act as a liaison to communicate between the healthcare team and the educational team
- Help to interpret and integrate medical orders into IEP's and other accommodations
- Connect families with resources outside of the school community.

Review the Delaware School Nurse Manual Care Coordination, Chapter 2.

Leadership

Lifelong learner

- Stay current on the emerging information to appropriately answer questions now and when schools reopen
    - [Centers for Disease Control](#)
    - [Delaware Health and Social Services](#)
    - [Returning to School Frequently Asked Questions (FAQ's)](#)
    - [Delaware Press Release-Weekly Updates](#)
    - [School Health Return to School Additional Guidance](#);
    - [COVID-19 Health Related Topics & Resources](#)
    - [NASN Learning Center](#)
    - [American Nurses Association](#) online courses
- Pursue accredited continuing nursing education (CNE) hours and other learning opportunities
    - NASN [eLearning](#)
- [Delaware School Nurse Association(DSNA)](#) Membership; Fall/Spring Conferences
- [National Association of School Nurses (NASN)](#) Membership; Annual Conference
- COVID-19 Contact Tracing Course
    - [Johns Hopkins Contact Tracing Course](#)
- [Nemours Continuing Education Courses](#)
- American Public Health Association: [COVID-19 conversations.org](#)
- [Continuing Nursing Education for School Nurses and Others; Northeastern University School Health Academy](#)

Leadership

Advocacy

- Advocate for appropriate use of your time as a nurse
  - NASN Advocacy skills
  - NASN School Nurse Role
- Advocate for individuals with chronic health conditions or special healthcare needs
  - Social Determinants of Health
  - Considerations for Students with Special Healthcare Needs
  - NASN: Return to School Post-COVID-19 Closure for Students with Disabilities and Special Healthcare Needs
- Collaborate, plan actions to address unmet health needs and stigma
  - Delaware Action Coalition
  - CDC Reducing stigma
- Provide education to school personnel on the role of the school nurse
- Sharing data/outcomes at board meetings, etc.
- Writing articles about what school nurses are doing (blog, newsletter, articles, social media, etc.)
- According to Delaware's 25th Modification of the State of Emergency Declaration, schools shall make reasonable accommodations or modifications to their face coverings policies to accommodate who cannot wear face coverings due to their health or disability
- Provide education to families, students and school personnel
- Tell your story: Better health. Better learning. e-toolkit; building relationships with stakeholders
- Families First Coronavirus Response Act (FFCRA): Employee Paid Leave Rights/Family and Medical Leave Act (FMLA): Review information and district policies, consult with human resources if needed

Leadership

Policy Development

- Pursue education to increase your capacity for health policy review and development. Refer to Lifelong Learner in the previous section.
- Use emerging data to update health protocols and policies in your school.
- NASN: Data Literacy Training and Resources
- Collaborate with other departments to develop letters, protocols and procedures. Refer to Care Coordination, Collaborative Communication in the previous section

Technology

- Utilize technology to ensure continued service provision & health education
- Use strategies to protect health information
    - NASN privacy
- Recommended course, Getting Started with Schoology: register through PDMS course #29288
- NASN-Creating a *website toolkit*
- Consider possibilities of using the Schoology Conference Room or Telehealth for providing nursing services such as education and consultation (NASN: The Role of School Nursing in Telehealth)
- Online safety during remote learning
    - *Consider cyber safety courses through Delaware Department of human Resources, Delaware Learning*
        - - Don't Be Dave
          - 2020 KnowBe4 Security Awareness Training
          - Restricted Intelligence S1: Ep 01 - The Test (Passwords and Access)
          - Using the Phish Alert Button - Basic Use
          Please use this link to start your training:
          https://cybertraining.delaware.gov
    - Document challenges and address if needed

Review the Delaware School Nurse Manual Leadership, Chapter 4.

Quality Improvement

Documentation

- **Goal #1**: Standardize drop down menus and charting for improved data collection of student office visits
  - Review drop-down in Eschool/Health Accounting to standardize charting
  - Examine office visits and how nurses are charting common illnesses and visits
    - Identify standard codes frequently used for dropdown charting
    - Determine how visits should be classified
- Determine how office visits will be documented in the electronic health record using dropdowns & assessment
- **Goal #2**. Once standard codes/dropdowns are identified provide education for all nurses to ensure accurate data collection
- **Goal #3**. Examine data collection over a period of several years to determine student trends
- Consider playground accidents
- Student who have frequent nursing office visits
- Time spent in nurses office

Data Collection

- **Goal #1** Ensure records are up to date
  - Review student information forms
  - Compile chronic conditions, allergies lists and medical alerts
  - Review Annual Summary Report
  - Prepare for end-of-year acuity reports

Quality Improvement

- **Goal #2.** Improve follow-up on school nursing referrals
- Ensure that all school nurses are recording screenings in electronic health record as required(Mass loading/screening entries)
- Examine vision, hearing and office visits referral and follow-up
- Set Benchmarks for nursing to achieve each year over next 5 years.
- **Goal #3**. Determine link between student attendance and health and social and emotional well-being
- Develop record keeping system to capture attendance and health and social-emotional well-being
    - Record attendance during virtual learning
    - Identify patterns of student non-engagement
    - Follow-up with teacher and other staff members
    - Follow-up with student and family
- **Goal #4**. Determine percentage of students who have an elevated Body Mass Index (BMI) for program planning
    - Develop tracking system to record 9th grade BMI data
    - Review 9th grade health records for physical and BMI data
    - Collaborate with physical education personnel to implement programs to address findings, link with academic achievement and social/emotional well-being
- **Goal #5**. Examine data points determined by **Delaware Multi-Tiered System of Support (DE-MTSS)**
    - Follow the five essential components outlined in the MTSS framework
    - Identify students at risk

Quality Improvement

Goal #6: Collect documentation regarding school nurse interventions during COVID-19

- Number of virtual visits

- Number of COVID-19 educational sessions broken down by audience: students, staff, parents

- Number of parent communications (phone, email, virtual meetings)

- Number of COVID-19 contact tracing

- Number of students identified by the school nurse for being at risk
  - And interventions delivered by the school nurse to address need, including population mental health

- Percentage of students contacted by school nurse (broken down by race/ethnicity, free/reduced lunch, disability)
  - And any specific outcomes, such as improved engagement or attendance, improved health, or other needs met

- Of unengaged or chronically absents students, the percentage of students contacted by school nurse
  - And any specific outcomes from your interactions such as resources provided, or referrals made

- Number of COVID-19 screenings (and types of symptoms exhibited to warrant the screening)

Quality Improvement

- Number of COVID-19 cases
- Number of times an isolation room was set up for a suspected case – number of people in the isolation room simultaneously
- Number of teacher communications (phone, email, virtual meetings)
- Number of administrator communications (phone, email, virtual meetings)
- Number of health department and health care provide communications (phone, email, virtual meetings)
- Number of school nurse communications, internal and external for consultation (phone, email, virtual meetings)
- Document activities during closure using School Nurse Activities Tracking During Remote Learning posted on the School Nurse webpage, COVID-19 School Health Forms & Resources on the Delaware Department of Education website.

Quality Improvement

Quality Assurance

- **Goal #1**. Develop procedures for COVID-19 compliance
  - Disseminate procedures for staff and families
  - Provide education for staff and families in multi-modal designs
- **Goal #2**. Critically review policies, procedures, and guidelines
  - Quality of health care and delivery of school health services.
  - [Returning to School](#)
  - [School Health Return to School Additional Guidance](#)
  - [Considerations for Students with Special Healthcare Needs](#)
- **Goal #3** Update school health records – care notes, screenings, immunizations, alerts, etc.
- **Goal #4** Update community resources
  - [Special Needs Alert Program](#)
  - [Supplemental Nutrition Assistance Program (SNAP)](#)
  - [Guidance for Supporting Student & Staff Socio-Emotional and Behavioral Health When Reopening Schools](#)
  - [Delaware Guidance Services for Children & Youth, Inc](#). Wilmington (302) 652-3948; Newark: (302) 455-9333; Dover: (302) 678- 3020; Lewes: (302) 645-5338; Seaford: (302) 262-3505; CRISIS HOTLINE: 800-969- HELP (4357)
  - [Delaware Medical Assistance Programs](#)
  - [Delaware Community Resources](#)

Quality Improvement

Evaluation

- Prepare feedback for when school resumes
- Consider student health supports and outcomes
- Consider challenges and opportunities related to current events – systems, policies, tools needed

Research

- **Goal #1**. Collaborate with community agencies such as colleges or medical providers to develop research project to improve health and academic outcomes
  - Identify needs within school community
  - Identify desired student outcomes
  - Design research project
- **Goal #2**. Complete CDC School Health Index(SHI) for future planning
  - The SHI (and related materials) is available as an interactive, customizable online tool or downloadable, printable version. The SHI aligns with the Whole School, Whole Community, Whole Child (WSCC) model.

Review the Delaware School Nurse Manual Quality Improvement, Chapter 5.

Community / Public Health

Risk Reduction

- Advocate for evidence-based practices aligned with local public health recommendations.
  - [CDC COVID-19: Risk Reduction](#)
  - [Oregon Public Health Video: Understanding COVID-19](#)
  - [10 Steps All Workplaces can take to Reduce Risk of Exposure to Coronavirus](#)
  - Help Slow the Spread of Coronavirus [Download Delaware's New COVID-19 Alert App](#)
  - Collaborate with leadership to consider offering Vaccination Clinic for staff and students
  - Providing information on COVID-19 testing sites

Screening

- Update illness screening practices for your site per local public health recommendations – consider symptoms of concern, length of exclusion, etc.
- [Delaware School Nurse Manual: Community/Public Health Communicable Disease Prevention, Chapter 3 page 8](#)
- Delaware 25th Modification regarding health screening requirements
- Delaware [School Health Return to School Additional Guidance](#) Appendix A, pages 24-25

Community / Public Health

Screening Continued

- [Delaware reporting of communicable diseases](#)
- [Coronavirus site](#)
- [COVID-19 Testing FAQ's](#)
- [COVID-19 Coding Guide: Charting/Tracking](#)
- [COVID-19 School Health Forms & Resources](#)
- [Coronavirus Disease (COVID-19) Screening Assessment Tool FOR USE BY SCHOOL NURSE](#)
- [COVID-19 Health Related Topics & Resources](#)
- [Student Health Self-Screening ParentGuardian Letter – English](#); also available in [Spanish](#) and [Haitian Creole](#)
- [STUDENT HEALTH HISTORY UPDATE – English](#)
- [Sample Parent/Guardian Letter: Hand Sanitizer Opt Out/Assistance with Self-Use](#); available in [English](#), [Spanish](#) and [Haitian Creole](#)

.

Community / Public Health

Health education

- Seek health information from reliable sources [i.e.
  - [Centers for Disease Control (CDC): Coronavirus 2019](#)
  - [National Institutes of Health (NIH) - Turning Discovery into Health](#)
  - [CDC Coronavirus2019 factsheet](#)
- Tailor messages to the ages and needs of your school community
  - [CDC HealtheCards](#)
  - [Health Messaging](#)
  - [Age Considerations](#)
  - National School Nurse Association (NASN) **[NASN's Return to School Video Series](#)**
  - [COVID-19 School Health Forms & Resources](#)
  - [Considerations for Students with Special Healthcare Needs](#)
  - [COVID-19 Health Related Topics & Resources](#)-PowerPoint for Target Audiences: Families, Students and School Personnel
  - [Sample Hand Sanitizer Website Posting](#)
  - [Sample Parent/Guardian Letter: Hand Sanitizer Opt Out/Assistance with Self-Use](#); available in English, [Spanish](#) and [Haitian Creole](#)
  - Consider offering a school nurse webpage with [NASN creating a website toolkit](#), [virtual office or interactive poster](#)
  - Share through available means
    - post to school website or
    - school-sanctioned social media

Community / Public Health

Health Equity
- Anticipate that current events will have disproportionate impact on certain individuals/groups in your community.
  - Social Determinants of Health
  - CDC FAQ
  - NIH article
- Participate in school outreach; identify resources for your community (food, social supports) and share information
  - Delaware Community Resources
  - Special Needs Alert Program
  - Supplemental Nutrition Assistance Program (SNAP)
  - Guidance for Supporting Student & Staff Socio-Emotional and Behavioral Health When Reopening Schools
  - Delaware Guidance Services for Children & Youth, Inc. Wilmington (302) 652-3948; Newark: (302) 455-9333; Dover: (302) 678- 3020; Lewes: (302) 645-5338; Seaford: (302) 262-3505; CRISIS HOTLINE: 800-969- HELP (4357)
  - Delaware Medical Assistance Programs
- NASN Position Statement: The school nurse strives to promote health equity…

Cultural agility
- Protect against stigma; avoid and correct language that targets racial/cultural groups
  - CDC reducing stigma
  - *Health Equity Guide for Public Health Practitioners and Partners* to help Delawareans better understand tools and strategies that promote health equity and support upstream population health approaches.

Review the Delaware School Nurse Manual Community/Public Health, Chapter 3.

Acknowledgements

References
in Chronological Order

1. ASCD & CDC (2014) Whole School Whole Community Whole Child: A collaborative approach to learning and health. https://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf
2. Framework for 21st Century School Nursing Practice: https://www.nasn.org/nasn/nasn-resources/professional-topics/framework
3. DE Title 24 Professions and Occupations Chapter 19: Nursing; https://delcode.delaware.gov/title24/c019/
4. Family Educational Rights and Privacy Act (FERPA); https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
5. Delaware School Nurse Manual; https://www.doe.k12.de.us/Page/2866
6. School Nurse Resource Manual; https://www.schoolnurse.com/products/SCHOOL-NURSE-RESOURCE-MANUAL-Tenth-Edition.cfm
7. School Nurse Resources; https://www.doe.k12.de.us/Page/2868
8. American Nurses Association/National Association of School Nurses: Scope and Standards of Practice; https://www.nasn.org/nasn/nasn-resources/professional-topics/scope-standards
9. COVID-19 Health Related Topics & Resources: https://www.doe.k12.de.us/Page/4243
10. American Nurse Association: https://www.nursingworld.org/
11. National Board of Certified School Nurse (NBCSN); https://www.nbcsn.org/
12. Delaware Educator Data System (DEEDS); https://deeds.doe.k12.de.us/
13. Delaware School Nurse Manual, Standards of Practice, Chapter 1: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Standards%20of%20Practice%20Chapter1%20Aug%206-19.pdf
14. DPH/Epidemiology Data Collection Form (Oct29): https://www.doe.k12.de.us/Page/4243
15. School Health Return to School Additional Guidance; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
16. Considerations for Students with Special Healthcare Needs; https://www.doe.k12.de.us/Page/4243
17. COVID-19 Health Related Topics & Resources PowerPoint ; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/COVID-19%20Health%20Related%20Topics%20and%20Resources%20FINAL8.20.20.pdf
18. Parent/Guardian Letter regarding Asthma Inhaler vs. Nebulizer in School; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/ParentGuardian%20Letter%20Regarding%20Asthma%20Inhaler%20vs.%20Nebulizer%20in%20School_%20Final%209-17-2020.docx
19. Decision Making Tool for Parents and Guardians; https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html
20. Delaware Health & Social Services (DHSS) Epidemiology; https://dhss.delaware.gov/dhss/dph/epi/files/morbiditycard.pdf
21. COVID-19 School Health Forms & Resources: https://www.doe.k12.de.us/Page/4243
22. Considerations for Students with Special Healthcare Needs: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Considerations%20for%20Students%20with%20Special%20Healthcare%20Needs%20Final.POST%209.25.20.pdf
23. School Health Return to School Additional Guidance; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
24. COVID-19 School Health Forms & Resources: https://www.doe.k12.de.us/Page/4243
25. Student Health Self-Screening ParentGuardian Letter – English; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Final%20COVID-19%20%20Sample%20Parent%20Screening%20Letter_Revised%209.10.20.docx
26. NASN's 21st Century Framework; https://www.nasn.org/nasn/nasn-resources/professional-topics/framework
27. Centers for Disease Control; https://www.cdc.gov/
28. Delaware Health and Social Services; https://dhss.delaware.gov/dhss/
29. Returning to School Frequently Asked Questions (FAQ's) ; https://www.doe.k12.de.us/Page/4241
30. Delaware Press Release-Weekly Updates; https://www.dhss.delaware.gov/dhss/pressreleases/2020/weeklyupdate_010220.html
31. School Health Return to School Additional Guidance; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
32. NASN Learning Center; https://www.pathlms.com/nasn
33. American Nurses Association; https://event.on24.com/eventRegistration/EventLobbyServlet?target=reg20.jsp&referrer=https://wcc.on24.com/webcast/groupregistration/2363573&eventid=2363573&sessionid=1&key=90974A30F1352FFFE3CE850B0A1DB070&regTag=1059845&sourcepage=register
34. Delaware School Nurse Association(DSNA); https://www.dsna.org/home

References

35. Framework for 21st Century School Nursing Practice: https://www.nasn.org/nasn/nasn-resources/professional-topics/framework
36. Delaware School Nurse Manual, Care Coordination, Chapter 2: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Care%20Coordination%20Chapter%202%20Apr17-18.pdf
37. Centers for Disease Control (CDC): https://www.cdc.gov/
38. Delaware Health & Social Services: https://dhss.delaware.gov/dhss/
39. Returning to School Frequently Asked Questions: https://www.doe.k12.de.us/Page/4241
40. Delaware Press Release Weekly Updates: https://www.dhss.delaware.gov/dhss/pressreleases/2020/weeklyupdate_010220.html
41. School Health Return to School Additional Guidance: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
42. COVID-19 School Health Related Topics & Resources: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/COVID-19%20Health%20Related%20Topics%20and%20Resources%20FINAL8.20.20.pdf
43. NASN Learning Center: https://www.pathlms.com/nasn
44. American Nurse Association: https://event.on24.com/eventRegistration/EventLobbyServlet?target=reg20.jsp&referrer=https://wcc.on24.com/webcast/groupregistration/2363573&eventid=2363573&sessionid=1&key=90974A30F1352FFFE3CE850B0A1DB070&regTag=1059845&sourcepage=register
45. NASN ELearning: https://www.nasn.org/programs/elearning
46. Delaware School Nurse Association (DSNA): https://www.dsna.org/home
47. National Association of School Nurses (NASN): https://www.nasn.org/home
48. Johns Hopkins Contact Tracing Course; https://coronavirus.jhu.edu/contact-tracing
49. Nemours Continuing Education Courses; http://www.pedsuniversity.org/
50. COVID-19 conversations.org; https://www.covid19conversations.org/webinars
51. Continuing Nursing Education for School Nurses and Others; Northeastern University School Health Academy; https://neusha.org/
52. NASN Advocacy skills; https://www.nasn.org/advocacy/advocacy-skill-building
53. NASN School Nurse Role; https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-role
54. Social Determinants of Health; https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health
55. Considerations for Students with Special Healthcare Needs: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Considerations%20for%20Students%20with%20Special%20Healthcare%20Needs%20Final.POST%209.25.20.pdf
56. NASN: Return to School Post-COVID-19 Closure for Students with Disabilities and Special Healthcare Needs; https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/2020_07_23_Considerations_for_Post_COVID_Return_to_School_for_Students_with_Disabilities_and_Special_Healthcare_Needs.pdf
57. Delaware Action Coalition ; https://campaignforaction.org/state/delaware/
58. Centers for Disease Control: Reducing stigma; https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/reducing-stigma.html
59. Delaware's 25th Modification of the State of Emergency Declaration; https://governor.delaware.gov/wp-content/uploads/sites/24/2020/08/Twenty-Fifth-Modification-to-State-of-Emergency-08262020.pdf
60. Better health. Better learning. e-toolkit; https://www.nasn.org/nasn-resources/models-samples/bhbl
61. Families First Coronavirus Response Act (FFCRA): Employee Paid Leave Rights; https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave
62. Family and Medical Leave Act (FMLA); https://www.dol.gov/agencies/whd/fmla
63. NASN: Data Literacy Training and Resources; https://www.nasn.org/research/everystudentcounts/school-nurse-capacity-building/data-literacy-training-resources
64. NASN privacy; https://www.nasn.org/nasn/nasn-resources/professional-topics/school-health-documentation/hipaa-ferpa
65. NASN-Creating a *website toolkit* ; https://www.pathlms.com/nasn/courses/13405
66. NASN: The Role of School Nursing in Telehealth; https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-telehealth
67. Delaware Department of human Resources, Delaware Learning; https://dhr.delaware.gov/training/
68. Delaware Cybertraining: *https://www.cybertraining.delaware.gov*
69. Delaware School Nurse Manual, Leadership, Chapter 4: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Leadership%20Chapter%204%20may22-17.pdf
70. Delaware Multi-Tiered System of Support (DE-MTSS); https://www.doe.k12.de.us/domain/613
71. School Nurse Activities Tracking During Remote Learning; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Nurse%20%20Activities%20Tracking%20During%20Remote%20Learning.xlsx
72. COVID-19 School Health Forms & Resources; https://www.doe.k12.de.us/Page/4243
73. Delaware Department of Education website; https://www.doe.k12.de.us/
74. Returning to School: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/599/ddoe_returningtoschool_guidance_final.pdf

References

75. School Health Return to School Additional Guidance: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
76. Considerations for Students with Special Healthcare Needs: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Considerations%20for%20Students%20with%20Special%20Healthcare%20Needs%20Final.POST%209.25.20.pdf
77. Special Needs Alert Program; https://www.dhss.delaware.gov/dph/ems/files/snappost_eng.pdf
78. Supplemental Nutrition Assistance Program (SNAP); https://www.dhss.delaware.gov/dhss/dss/foodstamps.html
79. Guidance for Supporting Student & Staff Socio-Emotional and Behavioral Health When Reopening Schools; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/600/Final-%20Supporting%20Mental%20%20Social%20Emotional%20Health%20Reentry%20Guide%20%20Toolkit%208.4.2020.pdf
80. Delaware Guidance Services for Children & Youth, Inc; https://www.delawareguidance.org/
81. Delaware Medical Assistance Programs; https://dhss.delaware.gov/dhss/dss/medast.html
82. Delaware Community Resources; https://coronavirus.delaware.gov/community-resources/
83. CDC School Health Index(SHI); https://www.cdc.gov/healthyschools/shi/index.htm
84. Delaware School Nurse Manual, Quality Improvement, Chapter 5: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Quality%20Improvement%20%20Chapter5%20Sept25-17.pdf
85. CDC COVID-19 Risk Reduction: https://www.cdc.gov/coronavirus/2019-ncov/index.html
86. Oregon Public Health Video: Understanding COVID-19; https://www.youtube.com/watch?v=r5r4g7KWuts&feature=youtu.be
87. 10 Steps All Workplaces can take to Reduce Risk of Exposure to Coronavirus; https://www.osha.gov/Publications/OSHA3994.pdf
88. Download Delaware's New COVID-19 Alert App; https://coronavirus.delaware.gov/covidalert/
89. Delaware School Nurse Manual, Community/Public Health Communicable Disease Prevention, Chapter 3 page 8: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Community%20Public%20Health%20Chapter3%20Dec%2017-19.pdf
90. School Health Return to School Additional Guidance: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/School%20Health%20Return%20to%20School%20Additional%20Guidance%208.10.2020%20for%20publication.pdf
91. Delaware reporting of communicable diseases; https://www.dhss.delaware.gov/dhss/dph/epi/epi.html
92. Coronavirus site; https://coronavirus.delaware.gov/
93. COVID-19 Testing FAQ's; https://coronavirus.delaware.gov/frequently-asked-questions/
94. COVID-19 Coding Guide: Charting/Tracking; https://www.doe.k12.de.us/Page/4243
95. COVID-19 School Health Forms & Resources: https://www.doe.k12.de.us/Page/4243
96. COVID-19 Screening Assessment Tool(For Use By School Nurse): https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Coronavirus%20Disease%20COVID-19%20Screening%20Assessment%20Tool%20FOR%20USE%20BY%20SCHOOL%20NURSE.docx
97. COVID-19 Health Related Topics & Resources: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/COVID-19%20Health%20Related%20Topics%20and%20Resources%20FINAL8.20.20.pdf
98. Student Health Self-Screening Parent Letters: English, Spanish and Haitian Creole: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Final%20COVID-19%20%20Sample%20Parent%20Screening%20Letter%20Revised%20English.docx
99. Student Health History Update: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/STUDENT%20HEALTH%20HISTORY%20UPDATE%20-%20English.pdf
100. Sample Parent/Guardian Letter Hand Sanitizer Opt-out/Assistance with Self-Use (English, Spanish and Haitian Creole): https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Sample%20Parent%20Guardian%20Letter%20Hand%20Sanitizer%20Opt%20Out%20Assistance%20with%20Self-Use.docx
101. *Centers for Disease Control (CDC):* Coronavirus 2019; https://www.cdc.gov/coronavirus/2019-ncov/index.html
102. *National Institutes of Health (NIH)* - Turning Discovery into Health; https://www.nih.gov/
103. *CDC Coronavirus2019 factsheet;* https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf
104. *CDC HealtheCards;* https://www.cdc.gov/socialmedia/tools/guidelines/ecards.html
105. *Health Messaging;* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4869776/table/i1551-6776-21-2-176-t01/?report=objectonly
106. *Age Considerations;* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4869776/table/i1551-6776-21-2-176-t03/?report=objectonly
107. *NASN's Return to School Video Series;* https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19/nasn-return-to-school-video-series
108. COVID-19 School Health Forms & Resources: https://www.doe.k12.de.us/Page/4243
109. Considerations for Students with Special Healthcare Needs: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Considerations%20for%20Students%20with%20Special%20Healthcare%20Needs%20Final.POST%209.25.20.pdf

References

110. COVID-19 Health Related Topics & Resources: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/COVID-19%20Health%20Related%20Topics%20and%20Resources%20FINAL8.20.20.pdf
111. Sample hand Sanitizer Website Posting: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Sample%20Hand%20Sanitizer%20Website%20Posting.docx
112. Sample Parent/Guardian Letter Hand Sanitizer Opt-out/Assistance with Self-Use (English, Spanish and Haitian Creole): https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Sample%20Parent%20Guardian%20Letter%20Hand%20Sanitizer%20Opt%20Out%20Assistance%20with%20Self-Use.docx
113. *NASN creating a website toolkit*; https://www.pathlms.com/nasn/courses/13405
114. *NASN virtual office or interactive poster;* https://www.youtube.com/watch?v=ZvzgaER9BIY
115. *Social Determinants of Health;* https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health
116. *CDC FAQ;* https://www.cdc.gov/nchhstp/socialdeterminants/faq.html
117. *NIH article;* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3945445/
118. *Delaware Community Resources*; https://coronavirus.delaware.gov/community-resources/
119. *Special Needs Alert Program;* https://www.dhss.delaware.gov/dph/ems/files/snappost_eng.pdf
120. Supplemental Nutrition Assistance Program (SNAP); https://www.dhss.delaware.gov/dhss/dss/foodstamps.html
121. *Guidance for Supporting Student & Staff Socio-Emotional and Behavioral Health When Reopening Schools*; https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/600/Final-%20Supporting%20Mental%20%20Social%20Emotional%20Health%20Reentry%20Guide%20%20Toolkit%208.4.2020.pdf
122. Delaware Guidance Services for Children & Youth Inc.: https://www.delawareguidance.org/
123. *Delaware Medical Assistance Programs;* https://dhss.delaware.gov/dhss/dss/medast.html
124. *NASN Position Statement: The school nurse strives to promote health equity*; https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-role
125. CDC Reducing Stigma: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/reducing-stigma.html
126. *Health Equity Guide for Public Health Practitioners and Partners*; http://www.dhss.delaware.gov/dhss/dph/mh/files/healthequityguideforpublichealthpractitionersandpartners.pdf
127. Delaware School Nurse Manual, Community/Public Health, Chapter 3: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/150/Community%20Public%20Health%20Chapter3%20Dec%2017-19.pdf