



A PROCLAMATION

Whereas, public schools are the backbone of our democracy, providing young people with the tools they'll need to maintain our nation's precious values of freedom, civility, and equality; and

Whereas, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

Whereas, education employees, be they substitute educators, custodians, teachers, support professionals, bus drivers or librarians, work tirelessly to serve our children and communities with care and professionalism; and

Whereas, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise.

Now, therefore, I,

A handwritten signature in black ink that reads "David M. Browne".

Dr. David M. Browne

Serving as Superintendent of Randolph Township Schools, Randolph, New Jersey do hereby proclaim November 17-21, 2014 as the 93rd annual observance of:

AMERICAN EDUCATION WEEK

Signed this 21st day of October 2014.



Randolph Township

Public Schools

Nursing Services Plan
2014-2015
(NJAC 6A:16 - 2.1 through 2.5)

District Contact Person:
Dr. Browne

School Nurses:
Mary Sharon Lopez – Center Grove School
Carol Minarick – Fernbrook School
Maura Del Re – Ironia School
Maureen Delanoy – Shongum School
Karen Ivin – Middle School
Janet Hawkins – Middle School
Marybeth Lopez – High School
Carol Vorhies – High School

Physician Approved:



M. Ciufalo, MD

10/8/14

Date

Board of Education Approved

Date

RANDOLPH TOWNSHIP SCHOOLS
NURSING SERVICES PLAN
2014-2015
Staffing model for the Delivery of School Health Services
Severity Coding Definitions

Level I: Nursing Dependent

Nursing dependent students require 24 hours/day, frequently one-to-one, skilled nursing care for survival. Many are dependent on technological devices for breathing, for example, a child on a respirator, and/or continuous nursing assessment and intervention. Without effective use of medical technology and availability of skilled nursing care, the student will experience irreversible damage or death. Before a student enters school, an appropriate plan of care will be provided by the student's physician and approved by the school physician.

Staffing Requirements

Immediate availability of the nurse (registered nurse or licensed practical/vocational nurse as determined by the physician) on the premises being within audible and visual range of the student is required. The Certified School Nurse is apprised of the student's needs prior to the assignment of duties to the individual's care giver.

Statutory Authority:

N.J.A.C. Chapter 16, 6A:16-2.1 (f) Certified School Nurse-Duties specific.
Nurse Practice Act

Level II : Medically Fragile

Students with complex health care needs in this category, daily face the possibility of a life threatening emergency requiring the skill and judgment of a professional nurse. An IHP and EHCP is developed by the Certified School Nurse which is complete, current, and available at all times to school personnel in contact with these children on a need to know basis.

Medically Fragile Examples

Anaphylaxis
Cardiac impairment
Cystic Fibrosis
Diabetes – unstable or newly diagnosed with unscheduled blood sugar monitoring and insulin coverage
Gastrointestinal disorder
Neurologic impairment
Psychiatric disorder
Severe seizure disorder requiring medications that can be administered only by a registered nurse.
Severe asthma with potential for status asthmaticus.

Staffing Requirements

Each child in this category requires a full time Certified School Nurse in the building (if the Certified School Nurse is absent, a licensed registered nurse may "substitute" in her absence). The school nurse is on the premises and is easily accessible to students/staff. The student has been assessed by the Certified School Nurse prior to the assignment/delegation of any duties to the care giver.

Level III: Medically Complex

These students have complex or unstable physical and/or social-emotional conditions that require daily treatments and close monitoring by a Professional Registered Nurse. Life-threatening events are unpredictable but possible. Limited treatments such as Epi-pen delegation, monitoring and reporting of current signs and symptoms can be delegated as well as Glucagon delegation, monitoring and reporting of severe hypoglycemic signs and symptoms can be delegated. Appropriate delegation guidelines must be adhered to.

Medically Complex Examples

- ADHD - with medications
- Bleeding disorders
- Cardiac impairment requiring accommodations
- Cancer
- Complex mental or emotional disorders
- Diabetes
- Endocrine disorders – with medication
- Gastrointestinal disorders
- Head aches/migraines
- Hearing impairment - requiring assistive devices (hearing aids/FM system)
- Immune disorders
- Moderate to severe asthma:
Inhaler, peak flow meter and nebulizer at school
- Integumentary
- Organ transplant recipients
- Orthopedic conditions requiring accommodations
- Preteen or teenage pregnancy
- Psychiatric disorder – requiring medication
- Seasonal allergies with medication
- Seizure disorder
- Severe hypoglycemic event
- Taking carefully timed medications
- Taking medications with major side effects
- Unstable metabolic conditions
- Homicidal and/or suicidal behavior

Staffing Requirements

Students in this category require the presence of a Certified School Nurse in the building for daily intervention (if needed) or in anticipation of potential health emergencies. The Certified School Nurse is responsible for the development of the IHPs and IEPs which reflect appropriate assessments and reassessments as indicated.

Level IV: Health Concerns

The student's physical and/or social/emotional condition is currently uncomplicated and predictable. Occasional monitoring is required. Required monitoring varies from weekly to annually. IHPs are appropriate based on diagnosis.

Health Concerns Examples

- ADHD – non-medicated
- Cancer
- Cardiac impairment without accommodations
- Dental disease
- Diabetes self-managed by the student
- Dietary restrictions
- Eating disorders
- Endocrine disorder – without medication
- Gastrointestinal disorders including lactose intolerance
- Headache/migraines
- Hearing/vision impairment not requiring assistive devices
- Psychiatric disorder
- Seasonal allergies without medications
- Sensory impairment
- Orthopedic conditions not requiring accommodations
- Uncomplicated pregnancy

Staffing Requirements

Children placed in this category should have their health needs assessed at least once a school year by the Certified School Nurse at the beginning of the school year or at the time of diagnosis. Reassessment occurs as the condition requires and the nurse's judgment determines. The Certified School Nurse must be available for supervision of all delegated duties.

Treatments and Interventions

Certain treatments and / or interventions may be needed at any level of care. The following are some examples and not limited to:

- Blood glucose testing
- CPR
- Dressing Change
- Gastric tube feeding
- Medication management
- Monitor blood pressure
- Monitor disability
- Monitor illness
- Monitor weight
- Nebulizer treatments
- Peak flow monitoring
- Sterile bladder catheterization
- Toileting

Extenuating Factors

Social/emotional factors, co-morbidity (more than one diagnosis), as well as certain risk factors can raise the severity level and require increased monitoring. Examples of some common risk factors are:

Substance abuse

Chronic illness

Violence

Abuse/neglect

Divorce, separation, remarriage

Death in the family

English as a second language

High mobility, moving from school to school

Homelessness

Poverty / low income

Nursing Care In Schools

The Certified School Health Nurse in the Randolph Township School District has a multitude of roles within the scope of her professional practice. The school nurses' primary responsibility is always to the students. Students attend school with a broad range of health conditions from potentially life threatening conditions to easily correctable conditions. Within this broad spectrum are a multitude of problems that could affect the quality of educational achievement and impede the student's ability to fully participate in the educational process. In an ongoing effort to ensure children remain healthy and ready to learn, the school nurse assumes the following roles: child advocate, communicator, counselor, educator, investigator, manager, mediator, nursing care provider and recorder.

Child Advocate

One of the most important roles of the school health nurse is to function as a child advocate within the school as well as in the community. With the best interest of the student in mind the School Nurse works closely with staff and families to insure that all health needs and accommodations are identified and met. Advocacy can extend beyond these areas to include referrals for health services, DYFS, counseling, community programs, and health-based camps. If the school nurse's assessment indicates that a student may be a danger to themselves or others, the Chief School Administrator, Counselor and parents are notified immediately.

Communicator

As communicator, the School Nurse uses many different approaches to disseminate important information to students, parents, staff members, physicians, health care agencies, administrators and governmental agencies. The methods most commonly employed are: flyers; meetings with Child Study Team, faculty, Intervention and Referral Services (I&RS), parents, PTO, Section 504 Committee and students; personal letters; e-mail; reporting forms from specific agencies; school functions, school notes; school web site or telephone conferences.

Counselor

The School Nurse functions in the role of counselor to students, parents and staff alike regarding health, developmental, psychosocial and personal concerns. The reasons are varied and include: abuse / neglect, bullying, conflicts with peers, parents or sibling, cutting, depression, fear, feelings of being ignored or lacking attention at home, financial concerns, inappropriate behavior of others towards them, issues with being caught in the middle of a divorce or just need to talk to someone.

The school nurse works closely with the Child Study Team and school counselor regarding student issues. Serious problems are referred to the appropriate individuals/agencies.

Educator

The role of educator is a major component of the School Nurse's responsibility. The Certified School Nurse is an educator who can develop and present age-appropriate, developmentally-based lessons.

Formal and informal teaching takes place continuously during the delivery of nursing care. The School Nurse must effectively and clearly communicate medical information-both verbally and in writing to students, parents, teachers and the medical community in terms they understand.

Investigator

Consultations with parents and guardians, students, pediatricians, specialists, health agencies, classroom teachers, counselors, dietary and custodial personnel are sought in order to gather information. As investigator, the School Nurse obtains information regarding: communicable disease patterns, current health information relevant to the

practice of school nursing, current health practices, environmental concerns, especially as it pertains to students with specific health concerns, patterns of possible abuse/neglect, safety issues, especially as it pertains to students with specific problems and student health histories.

Manager

The School Nurse works in an environment where priorities can change many times a day. She assumes a wide variety of roles and must meet specific deadlines according to pre-determined schedules. In order to balance all of the demands made on her, at any given time, the School Nurse must also be an efficient manager.

In addition to the daily routines/occurrences, the nurse, as manager, must always be alert and ready to assess and manage any emergency/health problem that presents itself during the school day. For this reason, the School Nurse must be able to prudently and independently prioritize and deliver health care that best meets the needs of the child in the situation at hand. Prioritization, delegation and communication are the key components to an effective manager.

Nursing Care Provider

Within the role of nursing care provider, the School Nurse utilizes all aspects of the nursing process, which includes:

- Assessment
- Planning
- Implementation
- Evaluation

Annual responsibilities:

- Screening of all students per state mandates for: height, weight, blood pressure, vision, hearing, and scoliosis
- Development of an IEP (Individual Emergency Plan) and IHP (Individual Health Plan) for all students with acute or chronic medical problems. The national nursing standard terminology is incorporated in the development of the IHP:
 - NANDA (Nursing Diagnosis Classification System)
 - NOC Outcomes (Nursing Outcomes Classification)
 - NIC Interventions (Nursing Interventions Classification)
- The IHP (Individual Health Plan) also contains:
 - Initial and on-going assessments
 - Planning appropriate interventions
 - Providing education to specific individuals

Implementation of the plan and the evaluation of its effectiveness

- Participation in the development of all IEP and 504 Plans.

Daily and on-going responsibilities

- Assessment of each student visiting the Nurse's Office
- Administration of medications
- Monitoring each child's IHP, Section 504 Accommodation Plan & I&RS Plan

Emergency Management

- District employs certified school nurses for each school
- Emergency "Go" bag in all schools – in process
- AEDs (Automated External Defibrillators) in each school and Board Office
- Nebulizer for asthma treatment in every school
- Annual training of faculty/staff on Bloodborne Pathogens, First Aid, Asthma and Anaphylaxis
- MERT (Medical Emergency Response Team) in each school – in process
- CPR trained teachers/staff - in each school – in process
- Crisis Management Team in each building
- Evacuation Procedures

- Transportation to acute care facility will be provided by local First Aid Squad. In absence of a parent/guardian, the Principal will assign a faculty member to accompany the student in the ambulance.
- The schools have available and follow protocol regarding administration of epinephrine via EpiPen and Glucagon including assignment of delegates for students
- Students may be approved to self-administer emergency medications
- Individual Emergency Health Care Plan students with life-threatening health conditions – Anaphylaxis Allergy Plan, Asthma Treatment Plan, Diabetes Action Plan

Recorder

- Documentation is becoming an ever increasing role for School Nurses. Policies, procedures, medical protocols and New Jersey Statutes are just some of the areas that dictate the type of documentation that is required. The most frequent forms of documentation are:
 - Accident Reports for students and staff
 - Animal bite reporting
 - Communicable disease reporting
 - Employee Records
 - TB Test results
 - OSHA Compliance
 - Health notices mailed home for all failed screenings
 - Follow-up notices mailed home every few months until a physician's report is received
 - High absentee rate and symptom trends documented and sent to the county
 - Individual Health Charts (A-45 Form from the New Jersey Department of Education)
 - Immunizations
 - Allergies, surgeries and other health problems
 - Annual screening results
 - Medications
 - Physical exams
 - TB testing results
 - Individual student records for health office visits:
 - Date of visit
 - Time of visit
 - Chief complaint
 - Observations
 - Documentation of care
 - Parental notification if indicated
 - Time released to return to class or sent home
- The Confidential Medical Report is developed each school year and updated regularly with changes and additions. HIPPA permission is required to include most of the students with health issues that impact the school day. Students with life threatening conditions are automatically included on the report as this is considered a "need to know" situation. The report is distributed to specific faculty members and kept in a secure location

Nursing services provided to nonpublic schools:

Provide nursing services to the nonpublic schools in Randolph Township. Randolph Township receives grant monies from the State appropriated for nursing services in the non-public schools. Randolph contracts with the Morris Education Services Commission for nursing services to the non-public schools: Goddard School, Apple Montessori, Academy Preschool/Kindergarten and Hebrew Academy.

The Randolph Township Summary of Nursing Services Required to Address Specific Health Care Needs of Individual Students (N.J.A.C. 6A:16-2.1 (b)2 (ii))

Board of Education provides the following health care services to address student needs.

| Services Required to Address Specific Health Care Needs of Individual Students with acute care needs, chronic illness, special health needs, procedures and administration of medications, procedures or treatments. | CG | FB | IR | SH | RMS | RHS |
|--|-------|-------|-------|-------|-------|-------|
| Building enrollment (student/staff) total | 533 | 644 | 507 | 511 | 1384 | 1818 |
| Building enrollment special services (students) | 76 | 101 | 49 | 55 | 244 | 278 |
| Daily practice- <u>multiple</u> students treated on a daily basis | daily | daily | Daily | Daily | Daily | Daily |
| First-Aid, splinting, Ace-wrap etc. | daily | daily | Daily | Daily | Daily | Daily |
| Nursing Diagnosis /Case-finding of actual or potential physical health problems | daily | daily | Daily | Daily | Daily | Daily |
| Provision of nursing care for actual or potential emotional health problems | daily | daily | Daily | Daily | Daily | Daily |
| Health counseling | daily | daily | Daily | Daily | Daily | Daily |
| Health teaching in health office | daily | daily | Daily | Daily | Daily | Daily |
| Dental: tooth avulsion, caries, braces, etc. | 33 | 37 | 15 | 22 | 66 | 268 |
| Medication Administration – PRN, diabetes, asthma, allergy/anaphylaxis, pain, gastro-intestinal, topical, etc. | 1 | 0 | 0 | 0 | 1 | 0 |
| Accident reports (student/staff) | 81 | 47 | 40 | 68 | 106 | 390 |
| Level I – Nursing Dependent | 53 | 132 | 75 | 65 | 437 | 446 |
| Level II – Medically Fragile | 55 | 76 | 175 | 138 | 365 | 1102 |
| Level III – Medically Complex | 486 | 664 | 449 | 511 | 1288 | 1403 |
| Level IV – Health Concerns | 405 | 416 | 264 | 308 | 423 | 404 |
| Health Screenings Ht., Wt., & BP yearly | 79 | 101 | 82 | 91 | 774 | 706 |
| Auditory screening K, 1, 2, 3, 7, 11- yearly | | | | | | |
| Scoliosis screening biennially age 10-18- yearly (4, 6, 8, 10, 12) | | | | | | |

| | CG | FB | IR | SH | RMS | RHS |
|--|------|-----|-----|------|------|------|
| Visual Acuity screening K, 2, 4, 6, 8, 10- yearly | 405 | 355 | 214 | 225 | 882 | 550 |
| Anaphylaxis students | 30 | 23 | 27 | 40 | 64 | 71 |
| Asthma Care/ Peak flow measurements/ students | 26 | 63 | 50 | 42 | 127 | 162 |
| Concussion Referral | 4 | 26 | 5 | 6 | 46 | 418 |
| Diabetic Glucose testing, insulin pump management (students) | 2 | 0 | 0 | 2 | 5 | 8 |
| Mantoux/PPD testing- yearly | 0 | 2 | 0 | 0 | 6 | 0 |
| Medication Administration- Scheduled daily, PRN's, OTC's | 1440 | 970 | 720 | 1300 | 3501 | 2430 |
| Referral for Alcohol and drug use/abuse testing or pregnancy- yearly | 0 | 0 | 0 | 0 | 7 | 11 |
| Referrals Blood Pressure | 0 | 3 | 0 | 1 | 13 | 13 |
| Referrals BMI (height/weight) | 5 | 55 | 16 | 12 | 136 | 202 |
| Referrals for hearing evaluations- yearly | 2 | 3 | 1 | 5 | 2 | 23 |
| Referrals for vision evaluations- yearly | 44 | 56 | 3 | 27 | 122 | 72 |
| Referrals for Scoliosis- yearly | 0 | 7 | 0 | 10 | 54 | 7 |
| Referrals from IEP/504/1&RS for vision & hearing evaluations, & health summary | 36 | 76 | 25 | 80 | 274 | 12 |
| Review field trip/field day lists for student eligibility for participation | 85 | 33 | 25 | 26 | 47 | 470 |
| Review of Health Care Plans which impact students participation | 65 | 82 | 27 | 99 | 216 | 1280 |
| Sport Physicals processed -yearly | 0 | 0 | 0 | 0 | 0 | 1280 |
| State mandated education of staff/faculty classes | 4 | 4 | 4 | 4 | 4 | 4 |
| New student enrollment - yearly | 110 | 172 | 38 | 77 | 442 | 501 |
| Students transferred out - yearly | 35 | 83 | 18 | 21 | 63 | 68 |
| Training of delegates (EpiPen/Glucagon) | 20 | 14 | 12 | 16 | 19 | 118 |
| Working papers | 0 | 0 | 0 | 0 | 0 | 111 |