

# WSCC Component: Health Services

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## Health Services

### Grades K-2

#### Locked Cabinet

One of Mr. Gupta's students had an unexpected allergic reaction to a food item. Fortunately, Mr. Gupta knew how to handle the incident because he read about the food allergy on the student's medical record and discussed the possibility of such an incident with the parents and Nurse Okonjo at the beginning of the school year. They had advised him on actions to take should the need arise.

Mr. Gupta follows school policy and keeps up-to-date medical records for all students in a locked cabinet. The medical records help him keep track of students who go to the nurse's office for daily medications.

You can:

- Alert teachers to know which students have documented medical conditions that may require prompt attention.
- Ask the Health Center staff, school nurse, and parents for advice on appropriate actions to take if a student with a known medical condition has an emergency.
- Ensure teachers follow school policy and keep medical records of all students in a locked cabinet.

#### *Learn More*

- [Managing Food Allergies in Schools: The Role of School Teachers and Paraeducators](#) [PDF – 618.20 KB]

### Staff Lounge

#### District Employee Wellness Program

A few years ago, the district developed an Employee Wellness Program to encourage school practices that promote staff health and attendance. The wellness program is part of employment benefits that include health insurance and retirement benefits.

Health promotion activities, such as annual health fairs, ergonomic assessments, education with an emphasis on prevention, safety training, health care screenings, flu shots, and nursing assessments for minor injuries and non-work-related illnesses, promote employees' total wellness. In addition, the District Employee Wellness Program coordinator encourages each school to develop its own School Health Team and Staff Wellness Work Groups. A School Health Team is a group of individuals representing different segments of the community who advise a school on aspects of the school health program. A Staff Wellness Work Group, made up primarily of school employees who work in conjunction with the School Health Team, focus their efforts specifically on increasing health knowledge and behaviors among staff members.

The Staff Wellness Work Group makes recommendations to implement or improve policies and programs based on assessments and surveys. A satisfaction survey distributed to Jefferson School staff showed they wanted access to fitness equipment, fresh and healthy foods in vending machines, and incentives for participating in wellness activities. Based on the findings, the Staff Wellness Work Group developed recommendations to continue to improve the wellness culture and environment at Jefferson School. The team also made recommendations about staff wellness educational offerings on stress reduction, compassion fatigue, smoking cessation, healthy eating, and mindfulness.

Principal Paul has seen that if teachers are chronically absent or suffer from burnout, the need for substitute teachers increases. This can disrupt classroom activities and student learning. That is why he believes promoting teachers' health is an investment in students' learning. He also recognizes that skillful teaching is not easy and makes a point to provide his teachers with relevant training, coaching, and professional development opportunities.

To build a greater sense of community, Jefferson School serves healthy options at staff recognition breakfasts and lunches, rather than providing donuts or pizza. The district's Employee Wellness Program supports walking meetings and standing desks for staff. Teachers are encouraged to be active at lunch and use substitute teachers to attend professional development opportunities, such as conferences and workshops.

This year, the district plans to apply for state and national awards through recognition programs such as the National Healthy Schools Award. Recognition for their efforts will help the district recruit and retain quality staff members as well as demonstrate its accomplishments to community members and parents.

You can:

- Work with your school administration, staff wellness work group, and school staff to support, develop, or improve the wellness program in your district.
- Rely on publicly available resources, such as the Alliance for a Healthier Generation's Health Promotion for Staff website, when developing your Employee Wellness Program.
- Conduct assessments and satisfaction surveys among staff to determine interests.

### **Learn More**

- [School Health Guidelines \(Guideline 8\): Employee Wellness Program](#)
- [Health Promotion for Staff](#)

## **Nurse's Office**

### **First Aid Kit**

There is always activity in the Nurse's Office. Today, a student came in with a big scrape on his leg because he slid into home plate during a baseball game on the playground. Nurse Okonjo disinfected the wound and applied antibiotic cream and bandages. She encourages all students to play sports, stay active, and follow safety rules on the playground, in the gym, and elsewhere.

But Nurse Okonjo does much more than take care of scrapes and bruises. She realizes some students do not have access to adequate medical care and may need support managing their chronic health conditions, such as diabetes. Nurse Okonjo steps in to help. She contacts parents and medical professionals to collaborate on ways to improve students' health. She teaches first aid classes to teachers, nurse aides, and other school staff so everyone is able to help in an emergency.

You can:

- Make referrals to medical professionals.
- Educate parents about actions to take at home to benefit their children's health and safety.

### **Learn More**

- [Managing Chronic Health Conditions in Schools: The Role of the School Nurse](#) [PDF – 1.18 MB]
- [Care Coordination](#)

## **Health Poster**

Nurse Okonjo keeps a supply of epinephrine autoinjectors handy for emergencies, such as allergic reactions to bee stings or food. Some middle and high school students carry their own epinephrine autoinjectors, or they bring them to Nurse Okonjo for safekeeping. She keeps a spare in the Nurse's Office in case a student has an unexpected reaction.

Generally, some of the younger students who have known allergies are comfortable using their epinephrine autoinjectors, sometimes referred to as EpiPens®. Some are afraid, so Nurse Okonjo calms their fears and helps them learn the best way to inject themselves.

She keeps in touch with their parents for the latest information about the students' allergies and other health conditions. To help parents learn more about allergies, Nurse Okonjo hands out brochures and makes referrals to allergy specialists.

To help classmates understand about allergic reactions to all kinds of things like peanut butter and pollen, Nurse Okonjo made allergic reactions the topic of a recent health class. She worked with the health education teacher, Ms. Dubois, and also contacted a local allergy specialist and invited parents to attend the health class. The parents and students had a lot of questions. They watched demonstrations on using epinephrine autoinjectors and learned ways to avoid certain foods or unhealthy situations. Nurse Okonjo explained why they should never share food with others.

You can:

- Organize a health class for your school and community by contacting allergy clinics in your area and asking for speakers to answer questions and provide brochures and posters.

### ***Learn More***

- [Food Allergies in Schools](#)
- [Medical Emergencies Occurring at School](#) [PDF – 285.34 KB]

## **Glucometer**

Diabetes is a big health issue. Several Jefferson School students suffer from Type 1 diabetes, and Nurse Okonjo has noticed a trend where Type 2 diabetes is affecting some students. Type 2 diabetes is a growing problem not only at this school, but also across the country, because it is appearing at younger ages than ever before.

Nurse Okonjo wants to turn around the trend. She tells students how to prevent diabetes and connects with their families and others in the community too. She helps students diagnosed with diabetes to manage their condition. She does this for other diseases too, but diabetes education is a priority.

Nurse Okonjo uses the glucometer to test blood glucose levels because students with diabetes need to stay within the doctor-recommended target range. If an emergency like very low blood sugar occurs, Nurse Okonjo has special training and knows how to handle it.

Also, she helps students with their injections and pumps. She advises students about their eating habits and encourages plenty of exercise. She asked doctors for handouts and nutritionists for lists of helpful hints for balancing food intake, monitoring carbohydrates, and selecting sugar-free foods so she could provide these to parents.

You can:

- Ask your school nutritionist to set up one-on-one learning sessions with students.
- Organize a nutrition fair for students, parents, and community members. Everybody needs to know about healthy eating!
- Check out the School Health Team's discussion about recommendations to improve School Health Services at Jefferson School.

### ***Learn More***

- [Diabetes in Schools](#)
- [Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools](#) [PDF – 815.21 KB]

### **Scale**

Nurse Okonjo has noticed that many students are not as healthy or physically fit as they should be. She wants to correct the situation, so she developed a strategy to conduct health assessments for all students. These assessments include weight and BMI calculations.

She reports assessment results to the local health officials to track trends in the health and fitness levels of the entire student population. The health assessments revealed students with eating disorders and obese students who require special attention. Nurse Okonjo assisted these students and their families in

taking appropriate corrective actions by helping them establish fitness routines that can lead to long-term healthy lifestyles. She also made referrals to medical specialists.

Nurse Okonjo made suggestions about enjoyable activities, such as joining a dance team, swimming at the community health club, or walking to school and back every day. By working with the students and their families, Nurse Okonjo was able to emphasize that changing bad habits into good ones requires the effort of everyone, not just the individual student. Students need the support of their families, friends, and the community.

You can:

- Work to ensure everyone in your school and community has opportunities for physical activity in a safe environment.

### ***Learn More***

- [Childhood Obesity Prevention](#)
- [Children’s BMI Tool for Schools](#)

### **Nebulizer**

Today, Nurse Okonjo helped a sixth-grade boy who had an asthma attack. He forgot his backpack this morning, and unfortunately, he needed the inhaler kept in the backpack. Following orders from his health care provider, Nurse Okonjo gave him a breathing treatment with a nebulizer. This device allowed her to administer medication in the form of a mist inhaled into the lungs. Before the student returned to the classroom, she reminded him of ways to avoid the triggers that cause an attack. Common triggers are tobacco smoke, dust, mold, and outdoor pollution.

Nurse Okonjo knows the importance of connecting with students individually to help them establish healthy lifestyles. She also engages their families and others to work together and build a community focused on fitness and health. Also, Nurse Okonjo has inhalers in stock in case of emergencies.

You can:

- Establish a goal to provide a safe and healthy environment at your school, too.
- Engage families and the community to work together and build a community focused on fitness and health.

### ***Learn More***

- [Asthma in Schools](#)

### **Community Poster**

Nurse Okonjo wanted to spread the word about healthy lifestyles, so she worked with the Health Center staff to organize a health fair at the school recently. It was for everyone: students, teachers, parents, grandparents, neighbors, and friends.

She sent invitations to Boys and Girls Clubs, YMCA, and a lot of other groups to ensure community members knew of the event. She lined up programs about asthma, diabetes, epilepsy, and other chronic diseases. She invited doctors, dentists, public health leaders, and nutritionists to give talks and demonstrations on these topics. They answered questions and handed out materials for people to take home.

Leaders from Kolbe’s Parks and Recreation Department promoted the use of exercise paths and fitness equipment at recreation centers. They suggested ways to spend family time at community parks, sports fields, and swimming pools. The health fair was a big success, so they plan to hold it again next year.

You can:

- Organize an event in your community with the help of volunteers to create a better environment for health and physical activity.

### ***Learn More***

- [Parents for Healthy Schools](#)

### **Health Center**

#### **Exam Table**

The Jefferson School-Based Health Center (SBHC) provides a wide range of care. When the center opened, the impact the center seemed to have not only on students’ health, but also on academic achievement, surprised some of the faculty at Jefferson School. Teachers have seen how improved health and improved learning seem to go hand-in-hand. What the school staff has seen anecdotally is in line with research recommendations that school-based health centers be used “as a strategy to improve health and education outcomes, particularly among low-income children.” The Jefferson School office



administrator has been able to track how student absenteeism has markedly decreased in the time the health center has been open.

The Kolbe Public Health Department has been doing a study that looks at how and when community members access health care services. They have found that the SBHC is reducing inequities in health care access for children in their community. They also found that children from lower income households have markedly increased their usage of health care services, specifically their use of preventive services such as immunizations, flu shots, and well visits via the SBHC.

You can:

- Tell school staff, local leaders, and parents how school-based health centers benefit communities. To create or expand SBHC partnerships in your school, you can share evidence with your stakeholders, such as how:
  - Less money is spent on ER visits and hospitalizations for children with asthma if they have access to a SBHC.
  - Inner-city students were 21 times more likely to make mental health visits to SBHCs than to community health centers.
  - Students served by SBHCs had fewer discipline problems, course failures, and school absences.
- Check out the School Health Team's discussion about recommendations to improve Health and Academics at Jefferson School.

### ***Learn More***

- [Social Determinants of Health](#)
- [Asthma](#)
- [Mental Health](#)

### **Educational Videos**

The staff at the Jefferson School-Based Health Center (SBHC) does their best to minimize wait times for patients; nonetheless, short waits do occur and the staff would like to use that time for additional health communication and promotion.

The office has a video screen designated for patient education about health topics. The staff select short videos on a variety of topics that are especially relevant to their patients and accompanying parents. They have found free online videos available from credible sources, such as the CDC and the American Academy of Pediatrics. The videos play on a loop but are updated frequently.

Video selections have featured topics such as how to make fun and healthy after-school snacks; how to apply sunscreen and insect repellent correctly; why vaccines are beneficial and effective; and concussion and sports safety. Although Dr. Kostas and the rest of the staff at the SBHC realize that nothing can replace the importance of clinical conversation and guidance directly from health care providers and educators, they also recognize that educational videos can be an effective way to raise patients' awareness and understanding of healthy behaviors.

You can:

- Think about where your school has video monitors for communicating with students.
  - Can health topics and wellness public service announcements (PSAs) be integrated into the programming?
  - Where do your students spend time waiting? Even 30 seconds can be enough time to communicate powerful health messages to students using free and available online videos.

## **Services Directory**

The Jefferson School-Based Health Center (SBHC) is proud to provide comprehensive care to its patients with an array of services that address many components of health. It offers patients:

- **Primary Care Services** such as well-child visits, preventive screenings (including vision), immunizations, and chronic disease management. When applicable, the center also provides sexual abstinence counseling, pregnancy testing, and sexually transmitted infection (STI) diagnosis and treatment. Like half of SBHCs, the Jefferson SBHC also offers a full range of reproductive health services, including birth control, to its patients.
- **Dental Care** that includes screenings, cleanings, fluoride supplements/treatments, and sealants.
- **Behavioral Health Counseling** to address issues such as depression, anxiety, and attention disorders.

- **Health Education** on topics like healthy eating, active living, smoking cessation, and weight management.

The SBHC staff includes a licensed social worker (LSW) who is in charge of behavioral health. He collaborates with the school counselor and the health center’s certified health education specialist (CHES) to offer support groups for students. These groups leverage positive peer influence to help students who are facing a variety of physical, social, and emotional health issues. The CHES, trained in behavior change theory, also works individually with students interested in making changes, such as decreasing substance use or improving nutrition.

You can:

- Support efforts in your school district to identify community health care providers who may be interested in various levels of partnership with your schools.
- Be sure to consider the spectrum of health and well-being services that your students may need.

### **Health System Partnership**

School-based health centers (SBHC), like the one at Jefferson School, are unique in that the school does not own or operate the center. Instead, the school invites a community health care organization to provide services in its facility. Though there are a variety of sponsorship models for SBHCs, a local health care company—Springs County Health System—operates the Jefferson School-Based Health Center. All of the staff at the health center are employees of the Springs County Health System.

The office manager of the Jefferson SBHC uses several different reimbursement mechanisms. A significant portion of the patients has Medicaid coverage, which the center bills directly. The center also accepts private insurance, self-pay, and CHIP coverage. In addition to the revenue that it receives from patients and their medical coverage, the center also receives some public and private sector grants. It was important to the Jefferson School District that the health center outline its business plan for sustainability before the district agreed to the partnership.

Your school district can look for ways to create health care partnerships and follow the model of successful SBHCs to improve health outcomes for your students. There are more than 2,000 school-based health centers across the nation in 49 states, and many are Federally Qualified Health Centers (FQHCs). FQHCs receive a specific set of government grants and qualify for enhanced reimbursement

from Medicaid and Medicare. Other school-based health centers, like the one at Jefferson School, result from a partnership with a hospital or health care system or a local public health department.

You can:

- Learn more about where clinics are located, how they are structured, how they collaborate with school staff (including school nurses and counselors), and the services provided by looking at the School-Based Health Alliance’s most recent census report.
- Check out the School Health Team's discussion about recommendations to improve Health Equity at Jefferson School.

### ***Learn More***

- [2013-14 Digital Census Report](#)
- [School-Based Health Centers](#)
- [Federally Qualified Health Centers](#)

### **Community Referrals**

The Jefferson School-Based Health Center (SBHC) is proud to offer primary care, behavioral health care, and preventive education and support services. Nonetheless, the providers at the Jefferson SBHC make a point to know which providers and agencies in the community provide specialized care. Jefferson SBHC staff is able to quickly provide appropriate referrals to specialists any time a patient needs care beyond what the center can offer.

The SBHC providers seek to promote overall health for each of their patients. To do this, they do not simply focus on the single issue, such as a cold, that may have brought the student to the center. Rather, they use the visit as an opportunity to assess how conditions in which the students live, learn, and play may affect their health risks and outcomes. The students fill out a brief survey while waiting to see the provider. The staff can then identify “red flags” such as unstable home environments or risky behaviors that affect a student’s health and well-being. The providers have a protocol for discussing potential issues with the students and providing appropriate referrals to community organizations and providers, such as social service agencies and substance abuse treatment centers.

You can:

- Create or review your school’s plan for identifying and assessing at-risk students.

- Formalize the team of individuals who lead these efforts and the processes they use to assess and refer students. Everyone on your staff can benefit from regular reminders about “red flags” with students and who to alert when they suspect a student may be "at risk."
- Look for ways to develop or strengthen partnerships with social services, behavioral health agencies, and health care safety net providers in your community.

### ***Learn More***

- [Care Coordination](#)

### **Medical Records**

Dr. Kostas is a firm believer in the model of school-based health care. She and the rest of the staff at the Jefferson School-Based Health Center (SBHC) believe that providing integrated health care services on the school premises makes a significant difference in the health outcomes of the students. Like most SBHCs, a primary care provider and a behavioral health provider staff the center at Jefferson School. Unlike most centers, the Jefferson SBHC is in the 20% of SBHCs that also have an oral health provider on-site.

All the health care providers at the Jefferson SBHC make sure to emphasize to patients that provider/patient confidentiality and HIPAA protections apply at the health center just as they would at any medical clinic. The health center medical records belong to the health care providers. Like any medical records, they remain in secure areas and are only accessible by the appropriate personnel. Dr. Kostas takes a few minutes to deliver an annual presentation at Jefferson School faculty meetings to remind the teachers that clinic staff cannot answer any questions about an individual student’s health, even questions with the best of intentions.

You can:

- Help raise awareness at your school about how SBHCs complement traditional school nurse offices.
- Emphasize the two main differences between SBHCs and school nurse offices: (1) the types of providers typically found at SBHCs include medical doctors, nurse practitioners, physician assistants, licensed social workers, certified health education specialists, dentists, dental hygienists; and (2) patient record confidentiality.

## **Registration**

Jefferson School is located in a Medically Underserved Area, which means the geographical location has a shortage of primary care health services for the number of residents in the area. A high proportion of Jefferson School students are part of a Medically Underserved Population, based on the economic and cultural barriers they face when trying to access health care. The Jefferson School-Based Health Center (SBHC) is proud to offer comprehensive, quality care to the students. Parents appreciate the convenience of having their children's health care providers in the school facility. Minimizing time away from work also helps parents and employers in the town of Kolbe.

When creating a SBHC partnership, your school district has the freedom to work with local health care providers to design a SBHC that will best fit the specific needs of your community. There are more than 2,000 SBHCs across the nation. In 2013–2014, more than three-quarters of SBHCs served Title 1 Schools or schools where more than half of students were eligible for free or reduced-price lunch. That same year, just over half of SBHCs provided care for patients in addition to the school's student population. Depending on the individual SBHC design, those additional populations served could include students from other schools or school settings, family members of students, school faculty, or other community members.

You can:

- Consider what populations in your community might benefit from a SBHC.

### ***Learn More***

- [Medically Underserved Areas and Populations](#)
- [2013-14 Digital Census Report](#)

## **Counselor's Office**

### **Phone**

After counseling a sixth-grader with emotional problems, Ms. Kowalski determined the student should seek counseling outside of school. She spoke with the parents and provided information for a social services agency that was well-suited to meet the student's needs.

Ms. Kowalski checks in with the student periodically and contacts the parents as additional school concerns arise and works with them to ensure the student can be successful in school. She meets with parents in person, or she e-mails or phones them if they are not able to come to her office.

You can:

- Support the efforts of school counselors by making sure they have adequate resources and equipment to serve the needs of students and implement comprehensive school counseling programs. School counselors may need some flexibility in their schedules.
- Check out the School Health Team's discussion about recommendations to improve [Counseling, Psychological and Social Services](#) at Jefferson School.

### ***Learn More***

- [Family Engagement](#)

## **Principal's Office**

### **Emergency Toolkit**

Principal Paul ensures Jefferson School has action plans in case of an emergency. Public health emergencies include such things as flu epidemics. Environmental emergencies include natural disasters, such as a tornado or flash flood. Also, Principal Paul has action plans for workplace safety emergencies. The step-by-step action plans are kept in notebooks in his office and are distributed to staff.

Principal Paul realized any emergency requires coordination of all staff. He established training classes and drills so the staff knows what to do in an emergency. Emergency management leaders in the community staged training exercises at the school and explained how, during an emergency, staff can find the most up-to-date information via emergency notification systems and social media channels, such as Twitter and Facebook.

Principal Paul prepares for emergencies in other ways. He and other staff members know how to use the automated external defibrillator (AED) located near his office. Principal Paul has assigned handheld transceivers, also called walkie-talkies, to key staff. He uses his walkie-talkie during fire drills and shelter-in-place practice exercises. In these situations, he can communicate with school administrators and teachers to account for all students and ensure everyone is safe. On a routine basis, Principal Paul and the building manager use walkie-talkies to stay in touch with the front office when they are moving about the buildings and school grounds.

You can:

- Contact emergency management officials in your area to assist with developing action plans to handle a full range of emergencies. Training exercises will help staff members gain confidence in their actions and solidify their knowledge of protocols.
- Encourage staff to sign up for announcements from emergency notification systems and social media.

### ***Learn More***

- [Defibrillators](#)
- [School Crisis Guide](#)

### **Attendance Chart**

Principal Paul knows the value of data. He compared last year's school attendance records data with this year's data and felt certain the focus on healthy eating, physical activity, and providing access to health services to help manage chronic health conditions was making a big impact at Jefferson School. He noticed a downward trend in absenteeism and tardiness, which appeared to begin just after he and the staff took decisive action to support and promote health and wellness across the school.

He and Nurse Okonjo created a chart showing a composite of attendance records over the past five years and shared the overall data with staff, parents, and the school board via e-mail. As a way to engage parents and school board members, Principal Paul solicited input about ways to keep attendance levels high. Because health and well-being factors play a major role in absenteeism, the Superintendent of Education was confident Jefferson School's ventures played a meaningful role. She considered Jefferson School a success story and recommended Principal Paul present the data at the upcoming leadership conference of the National Association of Elementary School Principals.

You can:

- Find ways to evaluate health and wellness programs at your school.
- Comb through data and identify trends.
- Promote your successes so parents and community members understand how positive lifestyle changes can make a big difference in well-being.



### **Learn More**

- [National Association of Elementary School Principals](#)
- [The Relationship Between School Attendance and Health](#)

## **Conference Room**

### **Conference Room Conversation 3: School Health Services**

**Mrs. Ahmed:** Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) modules on School Health Services. The team identified strengths and weaknesses in Jefferson School's health services based on the results of the module score card, and then they developed an action plan to recommend improvements. Nurse Okonjo and Ms. O'Ryan, a health educator from the local public health department, would you share with the group the team's findings and recommendations for enhancing school health services?

**Nurse Okonjo:** Thanks, Mrs. Ahmed. Two years ago, Jefferson School started seeing its first cases of Type 2 diabetes or prediabetes. We also noticed students who had been diagnosed with Type 1 or Type 2 diabetes struggled to manage their condition while at school. We needed to find ways to help them understand how their diets affected their bodies, how to monitor their blood glucose levels, and how to increase their physical activity. Because of our assessment, we developed an action plan to increase student participation in the management of chronic diseases, such as diabetes.

**Mrs. Chen:** What were some of the items in your action plan to help students monitor their diabetes?

**Nurse Okonjo:** We equipped the nurse's office with glucometers to test blood glucose levels of students. More importantly, we showed them how to use the glucometers and how to read the results so they would feel confident using such equipment at home or elsewhere. We also taught them about appropriate disposal of blood-contaminated test strips and proper handwashing techniques.

**Mrs. Chen:** What about helping students live with their diseases?

**Nurse Okonjo:** That's another improvement we made. I worked with Mr. Baker and Mr. Rodriguez to set up sharing and information sessions with the students. We covered topics such as making healthy food choices and monitoring the intake of carbohydrates, as well as the importance of being physically active. Parents of the students were invited to attend these sessions too.

**Principal Paul:** We followed the guidance in the Health Services component of the Whole School, Whole Community, Whole Child (WSCC) model as we worked through implementing the improvements.

**Nurse Okonjo:** We are pleased with the changes we made last year in Jefferson School's health services.

**Ms. O'Ryan:** It will be important to compare the results of next year's SHI score card with this year's to see if and how much the scores improve.

**Mrs. Chen:** Did this year's score card show other areas for improvement?

**Nurse Okonjo:** Yes, we built up our strengths in specialized health services last year, but we have room for improvement. We are seeing more and more elementary school children with allergies. We need to promote the services offered at my office or at the Health Center if a student has an allergic reaction. We also need to increase awareness of precautions students can take to minimize the risks of exposure to foods that can trigger allergic reactions.

**Mr. Anderson:** You do a good job of promoting health services through events like last year's school health fair for families and the community. I learned a lot at the fair because the Health Center staff gave excellent presentations on managing chronic diseases such as diabetes and taking precautions to avoid allergic food reactions.

**Mr. Rodriguez:** While I was working one of the booths, I heard several people comment about learning something new from the speakers. I noticed a lot of families picked up brochures at the different booths.

**Nurse Okonjo:** The first school health fair was well attended by parents and community members, so I have scheduled another one for this fall. It will be bigger and better! At the Health Center, we will have a large booth staffed by doctors, nutritionists, and physical fitness experts to provide more information about nutrition, fitness, and managing chronic health conditions.

**Mr. Rodriguez:** As part of the teaching staff, I want to learn too. I would like to know how to use a glucometer, what to do if a student has an allergic food reaction, and how to detect signs of distress. I want training so I can help a student who may be experiencing an emergency.

**Nurse Okonjo:** I think everybody wants to gain a better understanding about managing chronic conditions, and we will be able to provide more professional development in the future.

**Ms. O’Ryan:** Under the Every Student Succeeds Act (ESSA), the school could receive funding to train staff on managing chronic conditions. Maybe the school can involve staff in a brief training exercise on how to use some of the health equipment before the ESSA funds become available?

**Nurse Okonjo:** That’s a great idea. I’d like for some students who are living with chronic health conditions to share their personal stories at the training. I can also ask Ms. Kowalski in the Counselor’s Office to set up sessions with these students so they can learn to develop coping skills and resiliency. She can help them express their concerns, establish personal goals, and learn how to make wise choices.

**Mrs. Chen:** Getting Ms. Kowalski involved sounds like a good idea. Will parents be invited to participate in these sessions?

**Nurse Okonjo:** Absolutely! I want everyone—students, staff, and parents— to be on board in helping to manage chronic health conditions at Jefferson School.

**Mr. Rodriguez:** That means, as teachers, we have to talk about it more often and set good examples. Teachers need to model their commitment to wellness by eating properly, maintaining a healthy weight, exercising regularly, and staying physically fit. I will organize a challenge and ask the staff, students, and their families to sign up to walk one million steps in 90 days.

**Mr. Anderson:** The community can support this and join in! Perhaps merchants can donate pedometers and sports gear for incentives.

**Principal Paul:** Everyone at Jefferson School will work hard to promote greater awareness of managing chronic diseases such as diabetes. We are building upon our action plan from last year to enhance our activities. We will follow the guidance in the Health Services, Family Engagement, and Community Involvement components of the WSCC model.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

## **Community Map**

### **Behavioral Health Center**

The Kolbe Behavioral Health Center is an important community resource. It provides services intended to prevent or intervene when mental health or substance abuse/addiction issues occur. It offers both inpatient and outpatient services to children and adults as well as an array of counseling services and classes on topics like stress or anger management. The Jefferson School-Based Health Center often

refers patients to the behavioral health center when students need a higher level of care than the center can provide.

Ms. Kowalski, the Jefferson School counselor, also frequently refers families to the support groups and classes offered at the behavioral health center. For instance, they offer a *Building Community, Building Hope* parenting class that she has encouraged several parents to attend.

The center also specifically provides services, such as case management, crisis intervention, and counseling tailored for children and youth who may be a part of either the foster care or juvenile justice systems. Jefferson School is intentional about working with students, children's services case workers, and parents/guardians to be involved in a coordinated support network for its most vulnerable or at-risk students.

### ***Learn More***

- [National Child Abuse Prevention Month 2018](#)
- [Care Coordination](#)

### **Public Health Department**

The Kolbe Public Health Department interacts with Jefferson School in a variety of ways. A public health department liaison is an active part of the School Health Team. Ms. O'Ryan, a health educator, helps the team find local data about health issues that impact students. She also helps the school create an effective plan for communicating with students about health and wellness. Public health department personnel routinely inspect the Jefferson School cafeteria, which regularly receives high marks for its food safety policies and procedures.

The Kolbe Public Health Department provides many direct services to students and their families. It serves as the administrator of several assistance programs, including Women, Infants, and Children (WIC) which provides vouchers. It also offers vaccinations for babies and children that are required by the Jefferson School District. The public health department coordinates vaccine records through the state Immunization Information System. The system keeps a confidential, centralized database of a child's vaccine records, even when a child receives immunizations from multiple health care providers.

As needed, the Jefferson School-Based Health Center can refer students and families to the Kolbe Public Health Department for family planning, prenatal care, and concerns about sexually transmitted diseases.

The health educators at the health center and the public health department frequently collaborate on activities and training for children and adolescents in the community. Many students participate in the CPR and first-aid trainings that are offered.

You can:

- Check out the School Health Team's discussion of Health and Academics at Jefferson School

***Learn More***

- [About Immunization Information Systems \(IIS\)](#)

***WSCC Components***

- Health Services
- Health Education
- Community Involvement