

Determining Staff Assignments In School Health Services

by Judy Zabel RN, MS, NCSN
Supervisor of Health Services



The allocation of nursing service time is an on going challenge as we work to meet the needs of our student population. It is very important that we closely match the staff assignments with the multiple needs of students in various buildings. The

complexity of medical conditions, diagnoses, medication regimen and treatment plans, play a significant role when determining how many schools, a school nurse will be assigned to and which schools may be combined when an assignment is made.

The assignment of treatment nurses is driven by the students' medical needs. Generally, high schools (mainly due to their larger enrollments) have a full time school nurse, health technician, and a treatment nurse part of the day, if students' needs warrant that type of staffing. Middle schools have a school nurse 3 days a week and a health technician daily. Elementary Schools vary from 1/2 day to 3 days of school nurse time; they are also staffed daily with a health technician. There are three buildings where there is a treatment nurse and no health technician due to student needs.

By providing skilled trained staff assigned in the school health offices, students have health

care personnel that can help manage their medical needs during the school day. This enables students to maximize optimum health and creates a safe learning environment.

School nurses have a cell phone which may be used for consultation, if there is a health-related situation that needs to be addressed right away, and the school nurse is not in the building. School Nurses also identify the "nearest nurse" to be called who can reach that building, in the event of an emergency.

The **LPS Intensity Rating Scale** is a tool that is used to assist in determining school nurse assignments. The scale was developed and first implemented by Kathy Karsting, Coordinator of Health Services during the 1999-2000 school year. Multiple student population characteristics are included in the determination of the **intensity score** for each building.

The intensity score is a reflection of the following building characteristics:

- Number of students enrolled as of the 4th Friday in September;
- Number of students identified with significant medical conditions as identified by the school nurse;
- Number of students receiving medications at school;
- Number of students with verified disabilities;
- % of students receiving free/reduced lunch;
- Additional programs in the building including English Language Learner Program (ELL), Early Childhood Special Education (ECSE) and Early Childhood Infant Toddler Educare (ExCITE) classrooms;
- Mobility index

The total intensity scores for elementary buildings vary from 6 to 26; for middle schools 20 to 27; and for high schools 28 to

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"Build today,
then strong
and sure,
with a firm and
ample base;
and ascending
and secure,
shall tomorrow
find its place."

—Henry Wadsworth
Longfellow (1807-1882)

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Health Tip Germiest Places

With the flu season in high gear, it is good to remember that germs are everywhere and we encounter them every day as we touch surfaces we continue to spread them. Let's take precaution with proper hand washing or sanitizer use especially after using/touching the following surfaces:

- Shopping cart handles
- ATM buttons
- Bus armrests
- Escalator handrails
- Elevator buttons (especially 1st floor)
- Playgrounds
- Mats and Machines at Health Clubs
- Bathtubs, Restrooms
- Office phones, desk, **computer keyboard and mouse**
- **School drinking fountain handles**
- Kitchen sink-basin, faucet handle, sponge used to clean the kitchen counter
- Community pencil sharpener
- Light switches, paper towel dispensers
- Handles and doorknobs

Of course **disinfecting common surfaces** often, including **Health Office cots** and making sure **community toys are clean** can also decrease the spread of infections.

Haven't had the Influenza Vaccine Yet? It's still not

Please check the following places for **availability of Flu Vaccines.**

Lincoln-Lancaster County Health Department, 441-8000

SERMC Company Care – 5000 N 26th St, Suite 200, 475-6656

Supersaver – 2525 Pine Lake Rd, 420-2000

Lincare – 390 Village Drive, 434-7383

Lincare – 500 N 26th St, Suite 300, 435-2060

Lincare – 1601 N 86th St, Suite 200, 327-7510

BryanLGH LifePointe – 7501 South 27th St, 481-6300

Walgreens – 48th & Van Dorn, 483-2834

Walgreens – 70th & O St, 484-8222

Four Star Drug – Waverly Shopping Plaza, 438-5802

Four Star Drug – Piedmont, 434-7730

Four Star Drug – Bethany, 434-7705

Peoples Health Center, 476-1455

NE Urban Indian Center, 434-7177

Your Health Care Provider

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41. An additional variable (that is currently not a part of the Intensity Rating Scale) is the average number of daily health office visits. The previous year's statistics are reviewed and if there are additional needs identified, changes are made during the year to reflect a more realistic assignment. In reviewing the intensity scores over the years the total score has increased from 646 in 2000/2001 to 953 in 2007/2008. Based on these scores, we can assume that we are seeing more students with more significant needs each year.

As you can see, there are many factors that need consideration (when planning the assignments of health office staff) without forgetting the individual needs of the student(s) and staff member(s). Limited number of personnel creates its own challenges as we strive to meet the health needs of all LPS students.



Indian Culture and Education in LPS

by Rita McClure, LPN

Most Native American tribes have traditions about health and illness and these traditions are not based on western science. Instead, they come from the tribe's beliefs about how individuals fit within the web of life—this would include the tribe, every person or humanity itself, the earth and the universe.

Traditional healing can be a very powerful feeling for a Native American. It can restore a sense of connection to the tribe and ones culture. It not only promotes a spiritual feeling, but enhances emotional, psychological and a physical wellbeing. The healing tradition focuses on harmony and the healing process occurs when an individual is restored to their original harmony. Traditional healing is “holistic.” It might not focus on symptoms or diseases; instead it deals with the entire or total individual. Healing focuses on the person, not the illness. The healing process does not follow any written guidelines and it works differently on individuals.

Herbs or a special ceremony might be used to benefit individuals in a unique way. The use of herbs and roots are well known among all Native Americans and it is the basis for many

modern drugs. Herbal formulas are just one aspect of native medicine. Healing might involve sweat lodges, talking circles, herbal use, traditional stories, or a special ceremony; in a modern way, it may include the use of prescription medicine, the sauna or a support group. So there are some similarities used to restore wholeness and a sense of balance.

Some medicine men or healers only work with members of their own tribe and only within their local tribal community, so if one is not a tribal member it is difficult to know if someone is really a traditional healer. A medicine man or healer's technique might have no meaning unless one grew up using them. Of course, it is expected that respect will be shown at all ceremonies. Individualism might dictate that both modern medicine and traditional healing could interact with each other and be beneficial for Native Americans.

The IPAC (Indian Education Parent Advisory Committee) is dedicated to the well being of all Native American families and their children in the Lincoln Public School system. This committee has been in existence for over 20 years. Its goal is to empower children and families of Native Americans “to show honor and respect so that they may grow spiritually, emotionally, intellectually and physically.” The general purpose is to work with the school district to develop and implement projects to meet “the special educational and culturally related academic needs.” The Indian Education Act regulations outline specific responsibilities and functions of the Parent Committee relating to the project.

The Parent Committee must establish communication with the school and its administration and should devote all of its board participation time to the

The IPAC is dedicated to the well being of all Native American families in the Lincoln Public School system.

betterment of the Indian Education Program. Its members also work to enhance educational opportunities. The IPAC committee meets the first Friday of each month. Meetings are held at different locations within the community – meeting sites include the Indian Center, the Ponca Center and the Lincoln Public Schools district office. It consists of 8 parents plus 4 alternate parents, 4 high school students, and a school representative from Elementary, Middle and High schools. I am also privileged to serve on this committee along with Kris Ross, Program Advocate, Dr. Deila Steiner, Administrator

of Federal Programs and Mr. Josh Cramer, Ex Officio from Federal Programs. The Indian Education website can be reached by accessing the LPS website lps.org, then clicking on Instruction and Curriculum, then Federal Programs and then lastly clicking on Indian Education. More information can be obtained by contacting the Indian Education Office at 436-1963.

Do you know your BMI?

B – Body
M – Mass
I – Index

Body Mass Index is calculated from a person's height and weight and is a reliable indicator of body fatness. For adults see table below:

Below 18.5	Underweight
18.5 – 24.9	Normal
25.0 – 29.9	Overweight
30.0 and above	Obese

Source: www.cdc.gov



Responding to Suspected Child Abuse & Neglect

by Leslie Andrew, LMHP, CMSW
LPS School Social Worker

LPS School Social Workers have been educating LPS employees about reporting suspected child abuse and neglect for many years. In recent years, School Social Workers have developed a training DVD and Power Point Presentation. During this school year, these new resources have been utilized to train various school personnel, including school nurses. The new training explains the reporting process to LPS staff but also gives them specific guidelines for responding when a child discloses abuse or neglect. The training DVD and PowerPoint are available on DocuShare (in the School Social Work Folder) for all LPS employees to use. Your School Social Worker can also help you access these training resources.

The LPS Employee Guide: Responding to Suspected Child Abuse & Neglect is another recently updated resource. This resource is also available on DocuShare in the School Social Work Folder (under Brochures). This contains detailed information and examples of what may indicate child abuse and neglect. **CHILD ABUSE** is an act taken by a parent/caretaker which results in physical and/or emotional harm to a child. This can include

children witnessing family violence and drug use. **CHILD NEGLECT** is an **act of omission** by a parent/caretaker. It is a failure by the parent/caretaker to take actions to meet a child's physical, emotional, medical or educational needs.

The LPS Certified Personnel Handbook outlines that it is the obligation of the person to whom the child discloses to make sure a report is made. Nebraska is a Mandatory Reporter State. This means that anyone who has reasonable cause to believe that a child has been abused or neglected is mandated to report such concern (Nebraska State Statute). *It is not necessary to investigate whether child abuse or neglect is indeed occurring or to have proof of an incident. The law only requires that a report be made in good faith with no intent to harm.*

When a child discloses possible abuse/neglect, it is important to remember to *listen, get the basic information and ask as few questions as possible*. Don't cut the child's statements off in order to ask questions. Don't assume what happened. Don't suggest a perpetrator or behavior(s) the perpetrator may have done. Don't have other school staff re-interview the child. Don't take photographs. It is not the school's job to collect evidence. *Involving other people or sharing information with a parent may place the child at risk and undermine the investigation.*

It is important to only ask questions that are non-leading:

- * *What does that mean? Explain that to me.*
- * *Where did this happen? Don't suggest places.*

- * *When did this happen? Don't suggest times.*
- * *Who did this? Don't suggest people.*

The abuse/neglect report should be made as quickly as possible. The reporting staff should complete the *LPS Suspected Child Abuse and/or Neglect Report Form (available on the LPS Website-LPS Form ST0008)* to have all necessary information gathered. The reporting staff must inform their supervisor/administrator that you are making a report (per district policy). If a child has reported physical abuse with marks or injuries, or the child is in immediate danger, call the **Lincoln Police Department at 441-6000**. Reports of sexual abuse should be called into the **Family Crimes Unit at 441-7220**. Other reports should be called into the **Child Abuse and Neglect Hotline at 1-800-652-1999**.

The report should be documented on the report form. One copy is kept at the school in a confidential file. It should not be placed in the Cum File. One copy is sent to Student Services and one copy is sent to Child Protective Services. Your School Social Worker, Counselor, Administrator, or School Nurse can assist you with the process if needed. Please contact your School Social Worker if you have questions or need more information.

It is important to only ask questions that are non-leading.

ATTENTION!!

Health Focus is now in DocuShare. From lps.org, click on DocuShare, then Administrative and Support Services, then on Health Services.

In the Spotlight



Jennifer Winterbauer
*Health Technician,
 Sheridan Elementary School*

I was born in a town named Quetzaltenango in Guatemala, a small country in Central America located below Mexico. I lived there for 18 years. It is a beautiful country with a climate that is spring-like year round (that made it difficult getting used to the extreme cold and extreme heat here in Nebraska). It has mountains, rainforest, desert, and beaches. The school I attended in Guatemala was a private Lutheran school that had an all English curriculum. My two brothers, my sister and I took Spanish classes and spoke Spanish with our friends thus becoming fluent in Spanish. My mother is from Nebraska so we always came back and forth to visit family and friends.

During my senior year I was living in Nebraska getting ready for college when the Marine Corps came calling (It didn't hurt that the Marine that I talked to was very good looking!). I was shipped off to Paris Island, South Carolina on August 18, 1998. I spent three months in boot camp. Time flies when you're having fun some say, well time crawled during those

months. It was a hard time, but very satisfying. One of the things the recruiters told me was that I would be able to see the world. Well I saw from South Carolina all the way to North Carolina. This is where I stayed for four years. After that, I was in the Reserve for four more years. I loved being in the Marine Corps and I would have stayed in, but it was too difficult after I had my two little girls.

I met my husband during a training exercise in the Marines. We had to live outside in the field for 10 days and play war. We all dug our holes in the ground and sat through the pouring rain as mud rushed down the sides of our foxholes. We did a lot of hiking and crawling through swamp and barbed wire. You can imagine how I looked at the end of those 10 days, and my now husband still talked to me! After that, I knew he was the one. He was a Military Police and I worked in the Supply section. We were married in Houston, Texas and the Marine Corps was nice enough to give us 4 whole days to do it!

My hardest time in the Marine Corps was after 9/11. Our company had to send out a lot of body bags to New York. We were working 12-hour shifts and I was 9 months pregnant with my first daughter. It was a somber time. The body bags came back about a week later, empty, because as many would know, many were burned that day.

We got out of the Marine Corps and loved North Carolina so much that we decided to stay there. My husband landed a job with the police force in Rocky Mount. The town was small but unbeknownst to us, filled with violent crime. We lasted there about 9 months

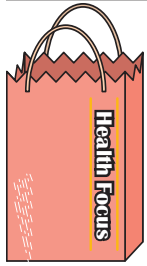
and my husband decided that the city was not a good place to raise our daughters. I missed having family around (I like being around my cousins and aunts and uncles here in Nebraska) so I looked into the Lincoln police force. My husband thought it was a good idea (this was during the Nebraska summer; he is from Houston so he is used to the heat). Was it wrong not to warn him about the Nebraska winters? Lincoln hired him and we were off and away from the mountains and beautiful sandy beaches of North Carolina.

We came to Lincoln in 2004. I enrolled into Southeast Community College and started studying to be a Medical Assistant. The program was fun and I enjoyed the curriculum immensely. I graduated in March 2007 and applied for a position at LPS. "This would be a dream!" I thought. I like working with kids and I would be able to be on a similar

schedule as my daughters and have summers off. My daughters are enrolled at Pyrtle Elementary school; I hope they are not "frequent flyers" in the Health Office. I have been with LPS ever since at Sheridan Elementary school. I enjoy my job and like the fact that not everyday is the same. Some of you may know my grandmother Esther Schott, she is a sub nurse who has been with LPS for many years.

In my spare time (what's that?) I like to read, hang out with my family and spend time with our naughty golden retriever.

"I enjoy my job and like the fact that not everyday is the same."



Gayle's Grab Bag

This month I'd like to discuss "Enhancement Funds." Lincoln

Public Schools provides each certificated employee with \$225 (part-time certificated staff receive a prorated amount) to be used for purchasing equipment and/or supplies to be used in the classroom or for other work-related projects.

Purchases may be made using: a) a purchase requisition to order equipment/supplies; b) the building's procurement card; or c) employee purchases which are then reimbursed. A minimum of \$50 must be requested before the reimbursement will be processed. Final claims at the end of the school year will be processed for lesser amounts.

Reimbursement claims will be made only to the person who can show proof of payment. The proof should consist of dated original invoices, receipts (completely intact) and/or register tapes. Reimbursement requires that the employee has already made payment before the reimbursement can occur.

It would be a good time to check to see if you have any funds still available and use them before the year is over. Do not hesitate to contact me, if you need to know your account balance. **Note:** This money may not be accumulated from year to year.

Additional information on "Enhancement Fund" Procedures can be found in the Business Affairs Notebook (BA#35).

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Continuing Education Professional Development for Nurses

SCC Continuing Education Center
301 S 68th Place, Lincoln
www.southeast.edu
402-437-2700 or 1-800-828-0072

April Classes
Thu. April 3-May 22, 2008
6-8pm

Command Spanish for Nurses
Tuition \$79.00, **14 contact hours**

Under the Microscope

Keeping tabs on what's new

Change of Assignments

Amber Highsmith, Prescott Treatment Nurse assigned as North Star Treatment Nurse

Ashley Heyen, Health Technician Sub assigned as Hawthorne Health Tech

Mary Bates, Health Technician Sub assigned as Irving Health Technician

New Employees

We welcome these new employees to our Health Services family:

Tyenne Rhode, Park Health Technician

Lois Rademaker, Yankee Hill Health Technician

Bid Farewell

Jennifer Fynbu, North Star Treatment Nurse, resigned

Allyson Hazlewood, Yankee Hill Health Technician, resigned

Karen Gilmore, Irving Health Technician, resigned

Amanda Lulow, Pound Health Technician, resigned

Nurse Humor

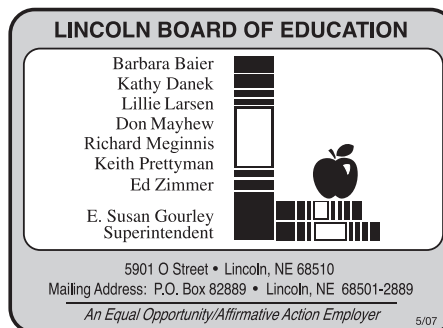
YOU KNOW YOU ARE A NURSE WHEN...

You own at least three pens with the names of prescription medications on them.

You wash your hands before you go to the bathroom.

Doctor: "Nurse, how is that little boy doing, the one who swallowed the ten quarters?"

Nurse: "No change yet."



Community Resources

Parenting/Info. Classes

BryanLGH East	481-8886
Family Service	441-7949
LAP/Head Start	
Early Head Start	471-4515
Lincoln Medical Ed. Partnership	483-4581
LPS Student/Parent Program	436-1988
North East Family Center	
Parents as Teachers	471-3700
SERMC	219-7000
UNL Coop Ext	441-7180
YMCA	434-3494

Family Recreation

Lincoln Parks & Recreation	441-7847
Nebraska Museums Association	472-5361
YMCA of Lincoln	434-9205

How to Quit Smoking

3/8/08 • 9-11:30am
Saint Elizabeth Regional Medical Center • 219-7000
6850 L St, Upper Level
(enter from west parking lot)

Classes are free

Smoking Cessation Support Group

3/26/08 • 6-7pm
SERMC Lower Level
East Tower • 219-7000
Class led by ex-smoker and Health Educator

Classes are free

Lancaster County Medical Society

483-4800
For list of physicians, taking new clients.