



THE SCHOOL NURSE BULLETIN

SEPTEMBER 2013



Stephanie G. Knutson, MSN, RN School Nurse Consultant

Special Point of Interest:

Information regarding the 2013 Fall School Nurse Supervisor Conference and the New School Nurse Workshop is forthcoming. We sincerely apologize for the delay!

Health Assessment Requirements for Connecticut Public Schools

Health Assessment Requirements: Health assessment (physicals) requirements for Connecticut public schools are mandated by state law (Section 10-206 of the Connecticut General Statutes.) Specifically, Section 10-206 (b) states that “each local or regional board of education shall require each child to have a health assessment prior to public school enrollment...” In addition, Section 10-206(c) states that “each local or regional board of education shall require each pupil enrolled in the public schools to have health assessments in either grade six or grade seven **and** in either grade nine or grade ten...” Specific grade levels are then determined by the local or regional board of education.

Assessments and Screening Requirements: Assessments and screenings that must be included in a health assessment are listed in Section 10-206 of the Connecticut General Statutes, *Health Assessments*.

Exemption from examination or treatment (Section 10-208 of the Connecticut General Statutes). No provision of section 10-206 or 10-214 shall be construed to require any pupil to undergo a physical or medical examination or treatment, or to be compelled to receive medical instruction, if the parent or legal guardian of such pupil or the pupil, if such pupil is an emancipated minor or is eighteen years of age or older, in writing, notifies the teacher or principal or other person in charge of such pupil that such parent or guardian or pupil objects, on religious grounds, to such physical or medical examination or treatment or medical instruction.

Provision of Reports to Schools: Each health care provider who has provided immunizations and health assessments to a child who is seeking to enroll in a public school in Connecticut, must provide reports of such immunizations and health assessments to the designated representative of the local or regional school district governing the school in which the child seeks to enroll (Section 10-209(b) of the Connecticut General Statutes, *Provision of reports to schools*.)

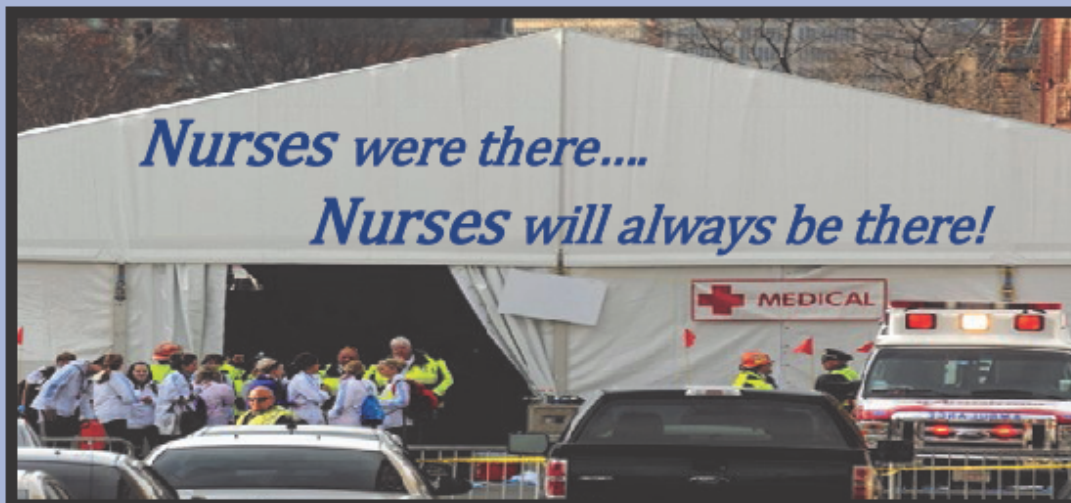
Availability and Location of Health Assessment Records (HAR-3): The result of each assessment shall be recorded on forms that are supplied by the State Board of Education (Section 10-206(d) of the Connecticut General Statutes). This form known as the Health Assessment Record (HAR-3), may also be used for health assessments required every year for students participating on sports teams. The HAR-3 forms are provided to school districts on an **annual basis** and may be downloaded and printed from the Connecticut State Department of Education’s Health Promotion Services/School Nurse Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320768#Forms>.

Transfer of student records: “When a student enrolls in a school in a new school district or in a new state charter school, the new school district or new state charter school shall provide written notification of such enrollment to the school district in which the student previously attended school or the state charter school. The school district in which the student previously attended school or the state charter school that the student previously attended (1) shall transfer the student’s education records to the new school district or new state charter school no later than ten days after receipt of such notification; and (2) if the student’s parent or guardian did not give written authorization for the transfer of such records, shall send notification of the transfer to the parent or guardian at the same time that it transfers the records” (Section 10-220h of the Connecticut General Statutes.)

For questions regarding health assessment requirements, please contact Stephanie Knutson, School Health Consultant at 860-807-2108 or stephanie.knutson@ct.gov.

Professional Development Opportunities

Connecticut Nurses' Association 107th Annual Convention



Nurses Respond to Recent Events Register Today!

Keynote:

Mental Health Issues Related to Acts of Violence

Dr. Harold I. Schwartz
Psychiatrist In Chief
Hartford Hospital Institute of Living
Sandy Hook Advisory Committee

Preparedness & Response in CT

Jonathan Best, LP, EMSI, CHS-III
Director Of Emergency
Preparedness and Response
CT Department of Public Health

We were there... Let us share!!

Toni Abraham, APRN
Nurse from Boston Marathon
Nancy Carlson, APRN
Nurse supporting other nurses

Andrew Hull, RN, BSN
Nurse involved in workplace violence
TBA
Nurse preparing the community

Wednesday
October 23, 2013 9 am - 4 pm
Crowne Plaza, Cromwell


CNA
CONNECTICUT NURSES'
ASSOCIATION

www.ctnurses.org

3.25 Contact Hours will be provided

The Connecticut Nurses' Association is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation

Professional Development Opportunities, cont'd

SERC 2013-2014

ONLINE for School Nurses

www.ctserc.org



SERC offers the following online courses for school nurses. Registration is now available at <http://learn.ctserc.com>.
Questions? Contact Rebecca Guildner, Education Services Specialist, at (860) 632-1485, ext. 293, or at guildner@ctserc.org.

Assessing Student Hearing: Screening Procedures for School Nurses \$40

This self-paced tutorial provides the opportunity for school nurses to gain expertise in conducting mandated hearing screening assessments. The course provides a medical foundation for hearing acuity and hearing impairment, offers explicit instruction in audiological instrumentation and screening procedures, and outlines educational supports needed in school settings by students with hearing loss.

Upon fulfilling the requirements of this online course, school nurses will be able to describe the anatomical and physiological bases for hearing and the origins, symptoms, and treatment of hearing problems; identify the educational and social impacts of hearing loss; plan and conduct developmentally appropriate hearing screenings; and modify screenings for students with special needs and those in early childhood programs.

Availability: Ongoing

Nursing Assessment, IHCPs and IEPs - An Interactive Online Course for School Nurses \$70

School nurses must have specialized skills in collecting, analyzing, and synthesizing health data for students with special education exceptionalities. This 16-week online course will introduce school nurses to a framework and tools for this work. Participants will select a case study of a student from their school, assess the student's health status, and summarize the information into an Individualized Health Care Plan (IHCP) and an individualized education program (IEP). The course involves self-guided learning accessed through online modules.

Participants are required to complete three application of learning assignments, participate in online discussions, and convene once as a small group on **Wednesday, March 26, 2014** to share their IHCP case study.

NOTE: School nurses must have had a minimum of two years of experience working in schools to register for this course. Also, successful completion of this program requires a commitment of dedicated learning time. As appropriate, discuss this requirement with a supervisor in your school or district and arrange for substitute coverage or other considerations as needed.

The course will run from January 14, 2014 through May 6, 2014.

School Vision Screening - An Online Course for School Nurses \$35

Connecticut school nurses can self-pace their learning about vision and school vision screenings by participating in this online course. This tutorial explains which students and staff should be involved in the screening process and reviews vision anatomy and physiology, as well as common pediatric vision problems.

School nurses completing this online course will be able to describe the anatomical and physiological bases for vision to distinguish between typical and atypical development; discuss common eye problems (symptoms, treatment, and complications); describe the purposes and procedures of various recommended vision screening tests; and use the materials in the course and the Guidelines for Health Screenings (CSDE, 2004) to develop and implement a comprehensive vision screening program, modifying procedures for students with special needs and those in early childhood programs.

Availability: Ongoing

It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs or activities on the basis of race, color, language, religion, age, marital or civil union status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, sexual orientation, or gender identity or expression. Inquiries regarding SERC's nondiscrimination policies should be directed to Al Bruno at bruno@ctserc.org.

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Nondiscrimination Statement

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