

# HEALTH AND WELLNESS UPDATE

May 24, 2017

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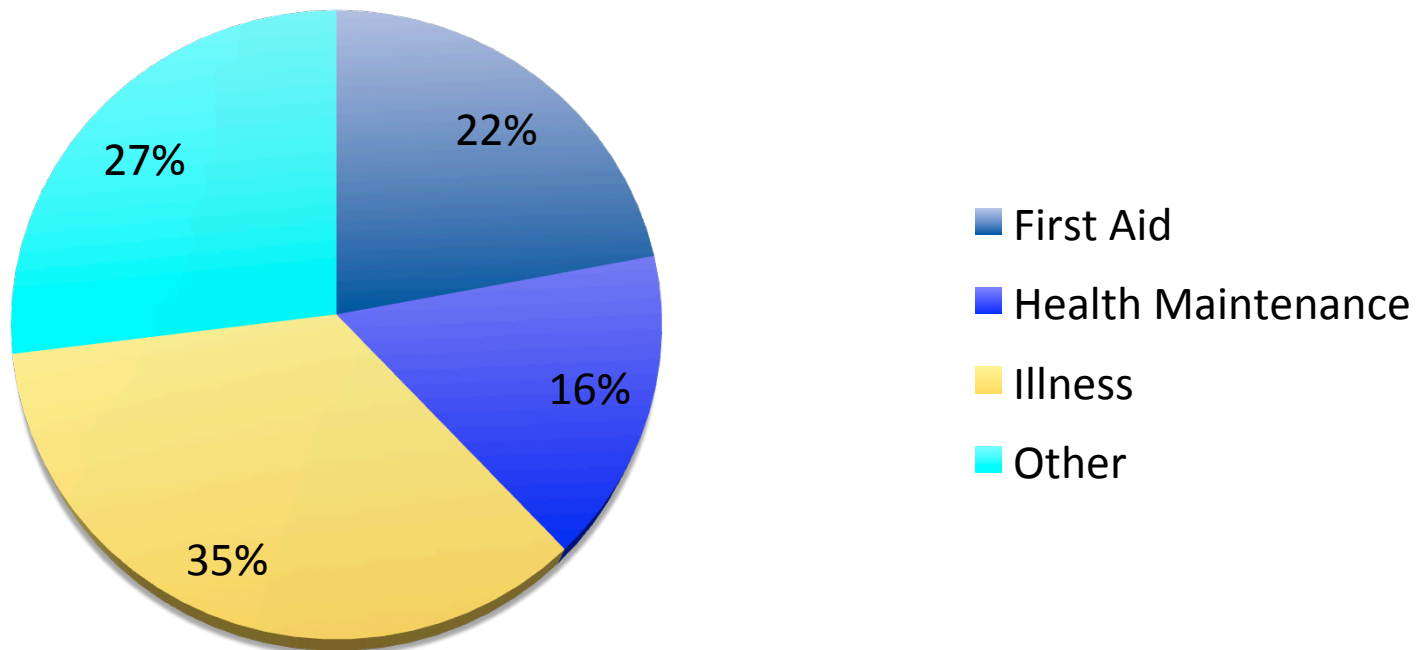
# Health Services – YTD

Vision Exams	1,728
Parasitic Exams	401
Hearing Exam	1,213
Scoliosis Exam	955
Documented Events	18,351
Growth Exams (BMI)	656
Medical Alerts	536



# Health Summary - March

## Documented Event by Type





# Other

- Medication Administration
- Social/Emotional Health
- 504 Conferences
- Parent Meetings
- Parent Calls
- Staff Trainings
- Student education
- Planning meetings
- Staff Meetings
- Student Care Planning
- Documentation



# Improvement Activities

- Update resource manual/best practices
- Substance Use:
  - Update policies
  - Narcan in health offices
  - Opiate training
  - SBIRT Planning
- LTA: Trainings, food out of classroom, improved culture
- Documentation: streamline, electronic health alerts
- MDPH Essential School Health Services Partnership
- Vision/hearing Process Emergency Medical Response
- AED upgrades
- Massachusetts Immunization Information System



# Social/Emotional Wellness

- “Calm Classroom” (Staff Training K – 8)
- “Signs of Suicide”
- Team Building (grade 9)
- Anxiety Prevention and Reduction (Grade 9)
- Cyber Bullying (Grade 9 & 10)
- Dating Violence/Abusive Relationships (Grade 9)
- Hope House Grade 9-12
- Mirrorless Monday (Eating Disorder Awareness)



# Substance Use Education

- No First Time (HMS and HHS parents)
- Binge Drinking/Taylor's Message (HHS)
- Hope House Grade (HHS)
- Opiate/Narcan Awareness with Resource Officer (HHS)
- HMS Health Education
  - Grade 6 Smoking
  - Grade 7 Alcohol
  - Grade 8 Drugs
- D.A.R.E.
- SBIRT



# Screening, Brief Intervention and Referral to Treatment

## SBIRT



# M.G.L. Chapter 71, Section 97

- Verbal tool to screen for substance use disorders (SBIRT)
- Annually
- 1 grade in Middle School, 1 in High School
- Parents notification – prior year
- De-identified aggregate results to DPH
- Pupil or parent/guardian may opt out (writing)
- Responses confidential unless immediate medical emergency or student consent
- Referral to in-house staff with student written consent
- No identifying documentation
- Protection from liability for person conducting screening



# SBIRT Protocol

- Implemented by school nurses and school psychologists/adjustment counselors
- Screening, Brief Intervention and Referral to Treatment
- CRAFFT
  - Part A: during the past 12 months, on how many days did you...
  - Part B: if any days of use ask the remaining CRAFFT questions
  - If no days of use, only as “car” question



## SBIRT (continued)

- Brief Intervention: motivational interview, education, positive reinforcement for good decisions
- Referral to Treatment:
  - Always with consent unless medical emergency
  - In house: school psychologist, guidance/adjustment counselor, school nurse
  - Out of school referral: Youth Central Intake, Help Line



# SBIRT Policy



# SBIRT Letter



# Implementation

- Training
  - SBIRT 1 and 2 for all screeners
  - SBIRT 3 for select team leaders
- Letter to parents June 2017
- '17 – '18 Screenings Fall Grade 8, Spring Grade 9
- Report to DPH aggregate, de-identified results
- Evaluate results and process with team
- Revise plan as needed



# Goals for 2017 - 2018

- Implement SBIRT, evaluate and revise as needed
- Substance Education with SBIRT
- Social - emotional teaching/social media
  - Evaluate needs
  - Provide professional development for staff
  - Learning opportunities for parents
  - Programs for students
  - Evaluate current health curriculum & make recommendations for future programming



# School-Wide Teaching Protocol to Increase Knowledge, Safety and Independence for Adolescents with Life Threatening Allergies

**School-Wide Teaching Protocol to Increase Knowledge, Safety and Independence for Adolescents with Life Threatening Allergies**  
Joelle Casey BSN RN NCSN, Hanover Middle School, Hanover, MA

**Abstract**  
In the 2015-2016 school year, there were 10 students with a diagnosis of life threatening allergy at Hanover Middle School. As that time, there was no formal protocol for education to support all students' abilities to self-manage their diagnosis. According to CDC, "young children (school and developmental delays, 2007), young children with life threatening allergies (2007), young children with life threatening allergies (2007), young children with life threatening allergies (2007)..."

**Materials and Methods**

**Procedure**

1. Identify students with diagnosis of life threatening allergy.
2. Develop a teaching protocol to increase knowledge, safety and independence for adolescents with life threatening allergies.
3. Collaborate with teachers and administration to identify an appropriate meeting time.
4. Meet with students in a group.
5. Conduct an assessment.
6. Develop a teaching protocol to increase knowledge, safety and independence for adolescents with life threatening allergies.
7. Review answers.

**Discussion: Results by Grade**

**Grade 5**  
Students learn and understand safety when they first learn about their allergies. They learn to use their knowledge and understanding to manage their allergies. The program was designed to help students learn to use their knowledge and understanding to manage their allergies. The program was designed to help students learn to use their knowledge and understanding to manage their allergies.

**Grade 6**  
Students learn and understand safety when they first learn about their allergies. They learn to use their knowledge and understanding to manage their allergies. The program was designed to help students learn to use their knowledge and understanding to manage their allergies.

**Grade 7**  
Students learn and understand safety when they first learn about their allergies. They learn to use their knowledge and understanding to manage their allergies. The program was designed to help students learn to use their knowledge and understanding to manage their allergies.

**Grade 8**  
Students learn and understand safety when they first learn about their allergies. They learn to use their knowledge and understanding to manage their allergies. The program was designed to help students learn to use their knowledge and understanding to manage their allergies.

**Results**

**Improvement in STA Test Scores Over Time**

Year	Score
2015	75
2016	80
2017	85
2018	90
2019	95

**Quotations**

"I am pleased to see the improvement in medical self-care of increasing students in the High School. It is of utmost importance that the students with Life Threatening Allergies are confident in their self-care. The development and initiation of this program by Joelle Casey, RN, NCSN, has tremendously supported the confidence and safety of all."

**Acknowledgements**

The staff of Hanover Middle School and the administration of Hanover Middle School are thanked for their support and assistance in the development and implementation of this program. The students of Hanover Middle School are thanked for their participation in the program. The parents of the students of Hanover Middle School are thanked for their support and assistance in the development and implementation of this program.

**References**

1. American Academy of Allergy, Asthma and Immunology. (2015). *Guidelines for the diagnosis and management of food allergy*. Retrieved from [www.aai.org](http://www.aai.org)

2. Centers for Disease Control and Prevention. (2015). *Food allergy: What you need to know*. Retrieved from [www.cdc.gov](http://www.cdc.gov)

3. Hanover Middle School. (2015). *School-Wide Teaching Protocol to Increase Knowledge, Safety and Independence for Adolescents with Life Threatening Allergies*. Retrieved from [www.hanovermiddle.org](http://www.hanovermiddle.org)

**Background**

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Joelle Casey BSN RN NCSN, HMS School Nurse, presenting at the Massachusetts Essential School Health Services Conference 5/18/2017

*The mission of the Hanover Public Schools is to guide every student to thrive in a global society.*