

Utah School Health Workload Report: 2024 - 2025 Template

Submit district/charter/private/parochial school year 2024-2025 data online by June 30, 2025. Contact samanthabushnell@utah.gov or call (801) 419-1078 with any questions.

Qualtrics link: https://utconciierge.qualtrics.com/jfe/form/SV_cD9kQtSuCZIN5SC

Please take time to read through the document and reference which information to collect. Numbers should be reported for the full 2024-2025 school year.

Remember: **This report is mandatory for all districts and charter schools per R277-415.**

Instructions:

Complete **one report per**:

- District
- Charter school
- Private or parochial school

If your local education agency (LEA) does **not** have a school nurse, answer **questions 1–69 only**.

- **Yellow highlights** show questions that are **new or updated** since the version sent out in fall.
- **Green highlights** indicate questions that were added based on the **2025 legislative session**. If you can provide that information, please do so.

-
1. Local education agency (LEA)
 - a. LEA name:
 - b. In what county is your LEA located?
 - c. Is your LEA a district, charter, or private/parochial school?
 - d. Does this report include data from schools that are not officially part of your LEA? If yes, specify the schools included.
 2. List numbers that best represent your LEA (district/charter/private)
 - a. How many schools are in your LEA (district/charter/private)
 - b. How many students are in your LEA? Oct 2024 data if possible
 3. Person completing report
 - a. Name
 - b. Title
 - c. Email
 - d. If you are NOT the best contact for future school health workload report data questions please list contact information for that person. (leave blank if you are the best contact)

- e. Are you a licensed registered nurse in Utah whose primary role is to provide healthcare services to students in a school setting?
4. Indicate whether your LEA has formal, written policies for the following: (yes/no/unsure)
 - a. Health and wellness policy
 - b. Medication policy
 - c. Administration of naloxone (narcen)
 - d. Administration of epinephrine (Ex EpiPen)
 - e. Traumatic head injury policy
 - f. Is there a formal process to review and update health-related policies at least once every five years?
5. Are at least two staff members at each school site currently certified in CPR and First Aid through an authorized training program? [R392-200-6\(9\)](#)
6. Total number of schools with AEDs:

Dispositions (health office visits)-

7. Report the total number of student **health office visits** for any health-related reason, including illness, injury, medication administration, mental health concerns, or screenings.
 - *Report the expected outcome of the visit. If you determined the student could return to class, but a parent chose to pick them up, do not count it as "sent home" because you did not send them home.*
 - *Report numbers for the full school year.*
 - a. Number of student encounters/health **office visits to RN** resulting in:
 - i. Students returned to class or staying in school
 - ii. 911 Called
 - iii. Student sent home
 - b. Number of student encounters/health **office visits to LPN** resulting in:
 - i. Students returned to class or staying in school
 - ii. 911 Called
 - iii. Student sent home
 - c. Number of student encounters/health **office visits to health aid/clerk** (non-RN/ office staff):
 - i. Students returned to class or staying in school
 - ii. 911 Called
 - iii. Student sent home

MEDICAL CONDITIONS

8. Students with certain medical impairments (see expanded definitions on last page).
 - *Each student should only be categorized once*
 - a. Total number of students with health concerns:
 - *Students with an identified health condition requiring occasional monitoring by the school nurse, but whose condition is generally stable and predictable. Example: Parent reported condition that doesn't require a healthcare plan.*
 - b. Total number of medically complex students:

- *Students with unstable health conditions who require daily professional nursing services, an Individualized Healthcare Plan (IHP), or an Emergency Action Plan (EAP).*
- c. Total number of medically fragile students:
 - *Students with life-threatening conditions requiring frequent or daily nursing care and one-on-one monitoring.*
- d. Total number of nursing-dependent students:
 - *Students requiring continuous one-on-one nursing services to attend school safely (tracheostomy care, ventilator dependence).*

Adrenal insufficiency

9. Answer the following questions for students diagnosed by a healthcare provider with adrenal insufficiency:
 - a. Total number of students diagnosed with adrenal insufficiency by a licensed healthcare provider (ever):
 - b. Total students with a 24-25 Adrenal Insufficiency Emergency Action Plan containing a medication order:
 - c. Total students with adrenal insufficiency that have an IHP/EAP:
 - d. Total students with adrenal insufficiency that have Section 504/IEP plans:
 - e. Total students diagnosed with adrenal insufficiency who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.
10. Total number of times stress dose hydrocortisone (oral tablets) was administered at school for a student with adrenal insufficiency:
11. Total number of times emergency hydrocortisone injections were administered at school for adrenal insufficiency:
 - a. Total number of times medication was administered by non-RN or school employee
 - b. Total number of times medication was administered by school nurse

Allergy- Anaphylactic

12. Answer the following questions for students diagnosed by a healthcare provider with an anaphylactic allergy to anything
 - a. Total diagnosed with an anaphylactic allergy by healthcare provider (ever):
 - b. Total students with a 24-25 Allergy and Anaphylaxis Emergency Action Plan containing a medication order
 - c. Total students with an anaphylactic allergy that have an IHP/EAP:
 - d. Total students with an anaphylactic allergy that have Section 504/IEP plans:
 - e. Total students diagnosed with anaphylaxis who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.
13. Does your LEA carry injectable stock epinephrine in all schools?
14. Where was the injectable stock epinephrine purchased for your LEA?
 - a. EpiPen 4 Schools
 - b. Local pharmacy
 - c. Online

d. Other

How long did it take to receive the EpiPen4Schools shipment?

e. Less than 1 month

f. 1-2 months

g. 2-6 months

h. More than 6 months

i. I don't know

j. Not applicable

15. In 2025, the Utah State Legislature passed HB333S02, which distinguishes between **injectable** and **nasal epinephrine**. Enter the number of student-specific epinephrine orders in your LEA. If you are **unable to differentiate** between types, enter the total in the third row only. *(We understand some LEAs are still adjusting and plan to separate this data in the future.)*

a. Total number of individual student orders in your LEA for injectable epinephrine:

b. Total number of individual student orders in your LEA for nasal epinephrine:

c. Total number of individual student orders in your LEA for epinephrine if unable to differentiate between types:

16. Total number of staff members trained to administer injectable epinephrine (include general staff trained and student-specific):

17. Total number of times epinephrine was administered at school (by both lay staff and school nurses):

a. Injectable number

b. Nasal number

c. Total (if unable to differentiate)

17.1 If epinephrine was administered at school:

a. Total number of students injected with epinephrine:

b. Total number of staff/visitors injected with epinephrine:

17.2 When epinephrine was administered, was it given to a student with a **known diagnosis of anaphylaxis** or during a **first-time emergency**?

a. Student with a known diagnosis of anaphylaxis

b. Student experiencing a first-time anaphylactic emergency

c. Unknown

Asthma

18. Answer the following questions for students diagnosed by a healthcare provider with asthma:

a. Total diagnosed with asthma by healthcare provider (ever):

b. Total students with a 24-25 Asthma Action Plan containing a medication order

c. Total students with asthma that have an IHP/EAP:

d. Total students with asthma that have Section 504/IEP plans:

e. Total students diagnosed with asthma who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.

19. Total number of students with orders for asthma rescue medication (student-specific):

20. Total number of times student-specific asthma rescue medication was administered for an asthma exacerbation:

a. by non-nurse school staff:

- b. by school nurse:
- 21. Dispositions related to an asthma exacerbation:
 - a. Total number of students receiving their own student-specific asthma rescue medication resulting in:
 - i. Students returned to class or staying in school
 - ii. EMS called
 - iii. Student sent home
 - b. Total number of students who experienced asthma symptoms at school and needed medication but did not have access to it, resulting in:
 - *This question includes students who:*
 - ◆ *Had a prescription for asthma medication but did not have it available at school*
 - ◆ *Did not have a prescription but were experiencing asthma symptoms and needed medication*
 - ◆ *Could have used stock albuterol but were unable to receive it due to missing required paperwork*
 - i. Students returned to class or stayed in school
 - ii. EMS called
 - iii. Student sent home
 - c. Total number of students receiving stock albuterol resulting in:
 - i. Students returned to class or staying in school
 - ii. EMS called
 - iii. Student sent home
- 22. Only include students who stayed at school and returned to class (not sent home or had EMS called). From the question above (21.b.i), what happened next?
 - a. Total number of students who had medication brought to them at school:
 - b. Total number of students whose needs resolved without medication:
- 23. Total number of staff members trained to administer student-specific asthma rescue medication:

Asthma- Stock Albuterol (if applicable)

Do any schools in your LEA currently have stock albuterol available for use in respiratory emergencies?

- 24. Total number of schools that carry stock albuterol:
- 25. If your school carries stock albuterol, in what form?:
 - a. Total number of schools carrying stock albuterol for administration via inhaler:
 - b. Total number of schools carrying stock albuterol for administration via nebulizer:
- 26. What is the total number of staff members in your LEA who have been trained this school year to administer stock albuterol?
- 27. Report the **total number of times stock albuterol was administered** during this school year. If possible, indicate how many were administered or assisted by a **school nurse** and how many by **non-nurse school staff**.
 - *The two numbers should add up to the total number of administrations.*
 - a. Total number of times administered:
 - i. Administered or assisted by non-nurse school staff:

- ii. Administered or assisted by school nurse:

Diabetes

28. Answer the following questions for students diagnosed by a healthcare provider with type 1 diabetes:
- a. Total diagnosed with type 1 diabetes by healthcare provider (ever):
 - b. Total students with type 1 diabetes with a 24-25 Diabetes Medical Management Plan (DMMP):
 - c. Total students with type 1 diabetes that have an IHP/EAP:
 - d. Total students with type 1 diabetes that have Section 504/IEP plans:
 - e. Total students diagnosed with type 1 diabetes who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.
29. Answer the following questions for students diagnosed by a healthcare provider with type 2 diabetes:
- a. Total diagnosed with type 2 diabetes by healthcare provider (ever):
 - b. Total students with type 2 diabetes that have an IHP/EAP:
 - c. Total students with type 2 diabetes that have Section 504/IEP plans:
 - d. Total students diagnosed with type 2 diabetes who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.
30. Total number of individual student orders do you have in your LEA for glucagon:
31. Total number of times glucagon was administered at school:
- *Indicate how many were administered by a school nurse and how many by non-nurse school staff. The two numbers should add up to the total number of administrations.*
 - a. Total number of times administered:
 - i. Administered by non-nurse school staff:
 - ii. Administered by school nurse:
32. Total number of staff members trained to administer glucagon for a specific student:
33. Total number of staff members trained to administer glucagon (general staff training):

Mental health disorders

Mental health disorders for purposes of this survey include ADD/ADHD, depression, anxiety disorders, oppositional-defiant disorder, mood disorders, schizophrenia, autism spectrum disorder, bipolar disorder, borderline personality disorder, dissociative identity disorder, obsessive-compulsive disorder, post-traumatic stress disorder, separation anxiety disorder, social phobia, Tourette's disorder, and eating disorders.

34. Answer the following questions for students diagnosed by a healthcare provider with a mental health disorder:
- a. Total diagnosed with a mental health disorder by healthcare provider (ever):
 - b. Total students with a mental health disorder that have an IHP/EAP:
 - c. Total students with a mental health disorder that have Section 504/IEP plans:
 - d. Total students diagnosed with mental health disorders who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.

Myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS)

35. Answer the following questions for students diagnosed by a healthcare provider with myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS):
- Total diagnosed with ME/CFS by healthcare provider (ever):
 - Total students with ME/CFS that have an IHP/EAP:
 - Total students with ME/CFS that have Section 504/IEP plans:
 - Total students diagnosed with ME/CFS who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.

Seizure disorders

36. Answer the following questions for students diagnosed by a healthcare provider with a seizure disorder:
- Total diagnosed with a seizure disorder by healthcare provider (ever):
 - Total students with a seizure disorder with a 24-25 seizure action plan:
 - Total students with a seizure disorder that have an IHP/EAP:
 - Total students with a seizure disorder that have Section 504/IEP plans:
 - Total students diagnosed with a seizure disorder who were chronically absent (missed 10% or more of the school year), regardless of the reason for absence.
37. Total number of students with orders for a seizure rescue medication:
38. Total number of times seizure rescue medications were administered to a student:
- *Indicate how many were administered by a school nurse and how many by non-nurse school staff. The two numbers should add up to the total number of administrations.*
- Total number of times administered:
 - Administered by non-nurse school staff:
 - Administered by school nurse:
39. Total number of school employee volunteers who received student-specific training to administer seizure rescue medication (excluding seizure awareness training):
40. Have all school staff who have contact with students with seizure disorders completed the seizure awareness training at least one time during the last 3 3 years, as outlined in Utah law [53G-9-213](#)?

Other medical conditions

41. Answer the following questions for students with a medical diagnosis from a healthcare provider for conditions other than those already listed:
- *(adrenal insufficiency, asthma, allergy, diabetes, mental health, ME/CFS, seizures)*
- Total number of students with a medical diagnosis other than those listed above from healthcare provider (ever):
 - Total number of students with a medical diagnosis other than those listed above that have an IHP/EAP:
 - Total number of students with a medical diagnosis other than those listed above that have Section 504/IEP plans:

Chronic absenteeism

42. Enter the total number of students in your LEA who were absent for 10% or more of the school year, regardless of reason. Include students listed under medical conditions.

Medication

43. Total number of daily scheduled medication orders were on file during the school year:
→ *Include all routine medications that are administered daily at school.*
44. Total number of PRN (as needed) medication orders were on file during the school year not including naloxone, epinephrine, glucagon, hydrocortisone, asthma, and seizure rescue medication (counted separately):
45. Total number of non nurse staff members trained to administer daily scheduled medications:
46. Total number of non nurse staff members trained to administer PRN (as needed) medications:
47. Enter the total number of medication errors that occurred in your LEA this school year.
→ *Medication errors include missed doses, wrong medication, wrong student, wrong time, wrong route, expired medication, etc.*
- a. If you had medication errors, enter number of errors by a school nurse:
 - b. If you had medication errors, enter number of errors by non nurse school staff:
48. Enter the total number of medication injuries that occurred in your LEA this school year. *Medication injuries include needlestick, sharps injury*
- a. number of injuries encountered during medication administration by school nurse:
 - b. number of injuries encountered during medication administration by non nurse school staff:

Naloxone

49. How many schools in your LEA carry stock naloxone?
50. Total number of times naloxone was administered at school:
Indicate how many were administered by a school nurse and how many by non-nurse school staff. The two numbers should add up to the total number of administrations.
- a. Total number of times administered:
 - i. Administered by non-nurse school staff:
 - ii. Administered by school nurse:
51. Total number of non-nurse school staff members trained to administer naloxone:

Screenings

Vision screening

52. Answer the following questions for tier 1 distance vision screenings:
- a. Total number of students receiving tier 1 vision screening:
 - i. List the names of any external organizations that have provided tier 1 vision screenings at your school (ex. Friends for Sight):
 - b. Total number of students referred to eye care professional following a tier 1 vision screening:
 - c. Total number of students seen by eye care professional following a tier 1 vision screening:
 - d. Total number of students receiving treatment (including prescriptions for glasses/contacts):

53. Answer the following questions for vision symptoms questionnaires and tier 2 vision screenings:
- *All schools—regardless of whether they have a school nurse—should complete a Vision Symptoms Questionnaire (VSQ) for the following situations:*
 - ◆ *with vision concerns*
 - ◆ *students in grades 1–3 who are not meeting reading benchmarks*
 - ◆ *for certain special education referrals*
 - *If a school nurse is not available, the back of the VSQ includes referral instructions to guide next steps.*
- a. Total number of Vision Symptoms Questionnaire forms submitted for evaluation of a tier 2 vision screening or referral:
 - b. Total number of students referred directly to an eye care professional in lieu of a Tier 2 vision screening (when no school nurse is available):
 - c. Total number of students who received a Tier 2 vision screening conducted by a school nurse:
 - d. Total number of students referred to an eye care professional following a Tier 2 vision screening by a school nurse:
 - e. Total number of students seen by an eye care professional following referral or Tier 2 screening:
 - f. Total number of students who received treatment following referral and Tier 2 screening (including prescriptions for glasses or contacts):
54. Total number of students receiving financial assistance for glasses or exam with eye care professional (VSP, Sight for Students, Friends for Sight, Lion's Club):
55. Please list the names of any external organizations that have provided follow-up care services at your school (in-school providers, vision vans, sight fests, etc.).

Dental/oral screening

56. Answer the following questions in regards to dental/ oral screenings:
- a. Total number of students receiving oral screening (through any school-sponsored program):
 - b. Total number of students receiving dental varnishing:
 - c. Total number of students receiving restorative services through any school sponsored program:
57. Total number of students seen by the school nurse with a dental emergency:

Hearing screening

58. Who provides hearing screening for students in your schools?
- a. School nurse
 - b. Speech pathologist
 - c. Audiologist
 - d. Other (specify)
 - e. We don't provide hearing screening
59. If screened by the school nurse, total number of students screened for hearing:

- a. Total number of students referred to a hearing professional:
- b. Total number of students referred who received treatment:

Telehealth

60. Do you use telehealth?
- a. Yes – school to school nurse
 - b. Yes – school to health care provider
 - c. Yes – school nurse to health care provider
 - d. No
 - e. In process of implementing
 - f. Other (specify):
61. If not currently using telehealth:
- a. Are you interested in having access to telehealth between the school and the school nurse?
 - b. Are you interested in having access to telehealth between the school and a healthcare provider for urgent care needs?

Head injuries

62. Enter the following concerning head injuries.
- a. Signs and symptoms checklist forms completed in your school(s) during this past school year.
 - b. Provide the number of confirmed traumatic brain injuries (TBIs) or concussions diagnosed by qualified healthcare providers:
 - *such as Medical Doctors (MDs), Doctors of Osteopathic Medicine (DOs), Nurse Practitioners (NPs), and Physician Assistants (PAs)—excludes athletic trainers, as outlined in Utah Code § 26B-4-404.*
 - i. For those students with a diagnosed TBI or concussion, how many received written instructions from a qualified healthcare provider detailing steps for returning to academic activities ('return-to-learn') or physical activities ('return-to-play')?
 - *Documentation from a healthcare provider on what to do following the TBI concussion.*

Data collection

63. Are you currently using student health data to evaluate the impact of school nurse interventions on student health outcomes like attendance, test scores, grades, or graduation rates? Please specify.

Period products

64. Period products are required in all schools with students in grades 1-12 in female and unisex restrooms and must be provided free of charge.
- a. How many schools in your LEA are compliant?
 - b. How many schools in your LEA are not compliant?
 - c. How many schools in your LEA are in the process of becoming compliant?
 - d. How many vandalism attempts with period products occurred for the 2024-2025 school year?

Maturation programs

65. Who teaches maturation at your LEA (select all that apply)
- a. School nurse
 - b. Teacher/staff
 - c. Local health department educator
 - d. Planned parenthood educator
 - e. Other
66. Where do the maturation materials come from (select all that apply)
- a. Created by LEA
 - b. Local health department materials
 - c. Planned Parenthood materials
 - d. Other
67. What methods are used to teach your maturation program (select all that apply)
- a. Video
 - b. Slide show presentation
 - c. In person presentation
 - d. Virtual presentation

Trainings for staff without school nurses

68. For schools without school nurses, explain how your school:
- a. Manages students' specific medical diagnoses
 - b. Completes the Emergency Action Plans
 - c. Trains employees to respond to emergencies in the school
 - d. Trains employees to administer medications
69. Comments for schools without nurses

School nurse data only Questions from here to the end are for LEAs with school nurses.

70. School nurses are hired by:
- a. LEA (district/charter/private school) (specify):
 - b. Local health department (specify):
 - c. Other (specify):
71. How are your nurses funded? Select all that apply
- a. Minimum school program (weighted pupil unit (WPU)
 - b. Individual school budget
 - c. Grant
 - d. Medicaid
 - e. other

Medicaid

72. Are any of your nurses (including yourself) paid for by Medicaid (1:1 nurses)?
73. Does your LEA use Medicaid to bill for school nurses?
74. Does your school bill Medicaid for services other than special education?

Immunizations

75. Do your school nurses administer childhood immunizations to students in the school?
a. If yes, how many vaccinations were administered?
76. Do your school nurses administer flu vaccines?
a. If yes, how many?

Training

77. Enter the number of district/school staff receiving training *from the school nurse* on the daily management and emergency care needs of students with general staff training:
- a. Asthma:
 - b. Seizures:
 - c. Anaphylaxis (to anything):
 - d. Diabetes:
 - e. Stop the bleed:
 - f. CPR/ AED
 - g. First aid:
 - h. Medication policy:
 - i. Other (specify):
78. Enter the number of students taught by the school nurse about:
- a. Maturation
 - b. Sex education
 - c. Hygiene
 - d. Hand washing
 - e. Dental care
 - f. Asthma
 - g. CPR/AED
 - h. First aid
 - i. Other (specify):
79. Total number of school nurses that are CPR/AED/first aid instructors:

Model of practice

80. Model of practice (select all that apply)
- a. RN provides direct care to students on a daily basis (one nurse in one building, with no unlicensed assistive personnel (UAP) assistance).
 - b. RN provides direct care to students on a daily basis with the assistance of an LPN or UAP (in one building).
 - c. RN provides direct care to students on a daily basis (one nurse covering more than one building with no health clerk, aide, secretary, or UAP covering when RN is not present).
 - d. RN + LPN team provide direct care to students on a daily basis (RN assigned to more than one building).
 - e. RN + UAP/health aide team assigned to the health office provides direct care to students on a daily basis (RN assigned to more than one building).

- f. RN trains UAP/health aide (including secretaries) to perform routine procedures needed in the schools (RN assigned to more than one building).
 - g. Other (please specify):
81. Credentials: list the number of school nurses who have each level of education (indicate the highest level of education for each team member).
- a. Doctorate in Nursing
 - b. Doctorate in another field
 - c. Masters in Nursing (MSN)
 - d. Masters in Education (MEd)
 - e. Masters in Public Health (MPH)
 - f. Masters in another field
 - g. Bachelor's in Nursing (BSN)
 - h. Bachelor's in another field
 - i. Associate's in Nursing (ADN)
 - j. Associates in another field
 - k. Diploma in Nursing
 - l. Technical program/certificate
 - m. High School Diploma/GED
 - n. How many are Nationally Certified School Nurses (NCSN):

School nurse staffing

- Please list ALL health room staff in the appropriate category. Each person should be listed and counted **only once**. (Enter % of FTE as a number. For example, 1 for full-time, .5 for half-time, etc. Information on how to calculate FTEs is provided on the last page of this survey.)
82. Total number of **administrative or supervisory staff** school health services only (no student caseload).
- Count those providing management/clinical supervision to RNs, LPNs, or other health extenders, or conducting other administrative health services, for example case management. Enter zero if not applicable. DO NOT double count RNs entered elsewhere.
- a. Name of **RN**, enter % of FTE, credentials, email
 - b. Name of **LPN**, enter % of FTE, credentials, email
 - c. **Name of UAP/health aide**, enter % of FTE
83. List all staff with assigned caseload providing **direct services** to this LEA (add lines as needed).
- Do NOT list diabetes care/insulin nurses here.
- a. Name of **RN**, enter % of FTE, credentials, email
 - b. Name of **LPN**, enter % of FTE, credentials, email
 - c. **Name of UAP/health aide**, enter % of FTE
84. Total number of Staff with **special assignment**- Includes nurses working with limited caseload providing direct services such as medically fragile students (nurse to student ratio of 1:1, 1:2, 1:3, 1:4, 1:5), or child find/ Early and Periodic Screening, Diagnostic and Treatment (EPSDT).
- Count your diabetes care/insulin only RN/LPNs here. Enter zero if not applicable. DO NOT double count staff entered elsewhere.

- a. Name of **RN**, enter % of FTE, credentials, email
 - b. Name of **LPN**, enter % of FTE, credentials, email
 - c. **Name of UAP/health aide**, enter % of FTE
85. Total number of **supplemental/float staff** permanently hired to provide nursing services (for example substitute nurses).
- *DO NOT include RNs with special assignments, low student nurse ratio 1:1, 1:2, 1:3, 1:4, 1:5 or RNs who provide diabetic services only. Enter zero if not applicable. DO NOT double count RNs entered elsewhere.*
- a. Name of **RN**, enter % of FTE, credentials, email
 - b. Name of **LPN**, enter % of FTE, credentials, email
 - c. Name of **unlicensed assistive personnel (UAP)/health aide**, enter % of FTE
86. Total number of **unlicensed assistive personnel UAP/health aide** FTEs providing **administrative support** services to RNs or LPNs at this school. DO NOT count regular school secretaries. Count only those with the main assignment of clerical assistance to school health/nursing staff.
87. Please share your comments on anything collected in this report (optional):

Definitions

IHP: Individualized Healthcare Plan

The Nurse Practice Act rules define this as *"a written document that outlines the provision of student healthcare services intended to achieve specific student outcomes, and includes a confirmed medical diagnosis by a licensed health care provider"*. **This plan is written by the nurse – for the nurse**, with input from the family and healthcare provider. The nurse should sign this document, but provider signature is not required.

EAP: Emergency Action Plan

This is written for school staff, with input from the family and healthcare provider. This document is usually in the "if you see this – do this" format for lay staff to follow. The nurse and parent should sign this document. Provider signature is only required if provider orders are included in the same document (medication authorization, procedure order).

Health concerns

This student's physical and/or social emotional condition is currently uncomplicated and predictable. Occasional monitoring by the school nurse varies from twice weekly to once a year. These students may or may not require an individualized healthcare plan or emergency action plan. Examples of chronic health conditions these students may have include attention deficit disorder (ADD) or attention deficit with hyperactivity disorder (ADHD), mild asthma, mild allergies, or a condition which requires administration of medication.

Medically complex students

The students who are medically complex are defined as those who may have an unstable health condition and who may require daily professional nursing services. Students in this category have a health condition

which requires a licensed registered nurse to do an assessment, write an individualized healthcare plan (IHP) and emergency action plan (EAP), and teach and oversee tasks delegated to school volunteers who work directly with the student.

An example of a student in this category would be one who has medically stable epilepsy or moderate asthma. The school nurse will review medical orders, assess the student, write an IHP and EAP, teach unlicensed assistive personnel or other school staff how to recognize a problem, and assist the student in the event of an acute incident.

Medically fragile students

Students classified as medically fragile have life-threatening health conditions requiring immediate and intensive professional nursing services. **A medically fragile student is defined as one who needs extensive medical care due to a condition that significantly hinders their ability to participate in regular classes without specialized medical support.** These students often require frequent, even daily, one-on-one interventions. For example, a six-year-old newly diagnosed with type I diabetes needs daily blood glucose monitoring, insulin dosage calculations, and insulin administration. As the student's condition stabilizes and they mature, their classification may shift to medically complex, indicating a need for less intensive school health services.

Nursing-dependent students

Students who are nursing dependent are those who may have an unstable or life-threatening health condition and who may require daily, direct, and continuous professional nursing services. These students require direct one-on-one services by a licensed nurse so that they are medically safe in the school setting. An example of a nursing-dependent student would be one with impaired breathing who has a tracheostomy which requires frequent suction.

Medication errors

Medication errors include missed dose (only include missed doses when medication was at school - do not include days when parent did not have medication at school), wrong student, wrong medication, wrong dose, wrong time, wrong route, expired medication, etc.

Mental health

Mental health issues can include ADD/ADHD, depression, anxiety disorders, oppositional-defiant disorder, mood disorders, schizophrenia, autism spectrum disorder, bipolar disorder, borderline personality disorder, dissociative identity disorder, obsessive-compulsive disorder, post-traumatic stress disorder, separation anxiety disorder, social phobia, Tourette syndrome, and eating disorders.

Myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS)

ME/CFS is a complex and disabling disease that affects many parts of the body, including the brain and muscles, digestive, immune and cardiac systems. It is a crippling fatigue lasting 6 months or longer. The condition is also sometimes called chronic fatigue syndrome.

Unlicensed assistive personnel (UAP)

These are lay staff whose main assignment is health related duties (exclude secretaries, teachers, or principals who only address health issues at times).

Calculating Full Time Equivalent (FTE)

There are many ways to calculate FTE. It may be easiest to calculate FTE using days or hours. Reference the scenarios below to help you determine how to calculate FTE for your work situation.

Scenario 1: One school nurse providing care in multiple school buildings within one district

Sally is the school nurse for Apple Academy, Silver Secondary School, and Tiger Tech. All schools are within Dodge District. She spends 2 workdays per week at Apple Academy, 2 workdays per week at Silver Secondary School, and 1 workday per week at Tiger Tech.

FTE per school calculation: Apple Academy

$$\frac{2 \text{ days/week}}{5 \text{ days (in a week)}} = 0.4 \text{ FTE}$$

FTE per school calculation: Silver Secondary School

$$\frac{2 \text{ days/week}}{5 \text{ days (in a week)}} = 0.4 \text{ FTE}$$

FTE per school calculation: Tiger Tech

$$\frac{1 \text{ day/week}}{5 \text{ days (in a week)}} = 0.2 \text{ FTE}$$

FTE calculation for district: Dodge District

$$\frac{5 \text{ days/week}}{5 \text{ days (in a week)}} = 1.0 \text{ FTE for Sally}$$

OR

$$0.4 \text{ (Apple)} + 0.4 \text{ (Silver)} + 0.2 \text{ (Tiger)} = 1.0 \text{ FTE for Sally}$$

Scenario 2: Two school nurses both work part time for one school building

To ensure a school nurse is at Aardvark Academy all day every day (with a bit of extra help during the busy lunch time), Addy works 8:00-12:00 (4 hours) and Bailey work 11:00-3 (4 hours) each day. A full day of work for people on the same contractual level as Addy and Bailey is 35 hours per week.

FTE for Addy

$$4 \text{ hours/day} \times 5 \text{ days/week} = 20 \text{ hours/week}$$

$$\frac{20 \text{ hours/week}}{35 \text{ hours (in a week)}} = 0.57 \text{ FTE for Addy}$$

FTE for Aardvark Academy

$$0.57 \text{ FTE for Addy} + 0.57 \text{ FTE for Bailey} = 1.14 \text{ FTE}$$

FTE for Bailey

$$4 \text{ hours/day} \times 5 \text{ days/week} = 20 \text{ hours/week}$$

$$\frac{20 \text{ hours/week}}{35 \text{ hours (in a week)}} = 0.57 \text{ FTE for Bailey}$$

Scenario 3: One school nurse is split between direct care and administrative responsibilities

Claire spends a portion of her time (on average 5 hours per day) providing direct care to students at Sunnyside School and a portion of her time (on average 2 hours per day) serving as Coordinator of Health Services/Nursing Supervisor for the district. A full-time school nurse in this district would work 32.5 hours/week.

FTE for school nurse duties at Sunnyside School

$$5 \text{ hours/day} \times 5 \text{ days/week} = 25 \text{ hours/week}$$

$$\frac{25 \text{ hours/week}}{32.5 \text{ hours (in a week)}} = 0.77 \text{ FTE for school nursing at Sunnyside School}$$

FTE for Coordinator/Nursing Supervisor role for district

$$2 \text{ hours/day} \times 5 \text{ days/week} = 10 \text{ hours/week}$$

$$\frac{10 \text{ hours/week}}{32.5 \text{ hours (in a week)}} = 0.31 \text{ FTE for Coordinator/Nursing Supervisor role for district}$$

*Notice 0.77 + 0.31 adds up to more than 1.0 because Clair is working 7 hours per day when a full-time school nurse would be working 6.5 hours per day.