



Georgia Department of Education

# Georgia Student Wellness- Supporting the Whole Child

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EDUCATING GEORGIA'S FUTURE

AUGUST 2018

WELCOME  
BACK TO  
SCHOOL



## AUGUST NATIONAL HEALTH OBSERVANCES

- ⇒ [Children's Eye Health and Safety Month](#)
- ⇒ [Digestive Tract Paralysis Awareness Month](#)
- ⇒ [Gastroparesis Awareness Month](#)
- ⇒ [National Immunization Awareness Month](#)
- ⇒ [Psoriasis Awareness Month](#)
- ⇒ [Attendance Awareness Month](#)
- ⇒ [Medical Alert Awareness Month](#)
- ⇒ [Aug 1-7 World Breastfeeding Week](#)
- ⇒ [Aug 13-19 National Health Center Week](#)
- ⇒ [Aug 20-24 Contact Lens Health Week](#)

*The articles and hyperlinks to external websites appearing in the Wellness Watch are intended to be informational and do not represent an endorsement by the Georgia Department of Education.*

## EVERY STUDENT SUCCEEDS ACT

Did you know that Georgia's Every Student Succeeds Act focuses on the **WHOLE CHILD**? Georgia recognizes that by focusing on the whole child schools are building a strong foundation, expanding educational opportunities, and preparing our students for life.



## UPCOMING WORKSHOPS

### Workshops...

- **Stewards of Children**- Join CHOA as Stewards of Children demonstrates how to prevent, recognize and react responsibly to child sexual abuse and teaches five proactive steps to protecting children.
  - ⇒ August 21st- 1:00pm-3:30pm
  - ⇒ September 11th- 1:00pm-3:30pm
  - ⇒ October 16th- 1:00pm-3:30pm
  - ⇒ November 13th- 1:00pm-3:30pm

*You Make a Difference*

Thank You for all you do!



# Georgia Student Wellness- Supporting the Whole Child



## WORKSHOPS



## FREE WORKSHOP

FOR  
Parents, Caregivers & Youth  
ON

TRANSITIONING

TO

ADULT HEALTH CARE

### WORKSHOP INFORMATION

#### DATE

Friday, November 2, 2018

#### TIME

6:30pm - 8:30pm

#### LOCATION

Macon/Bibo Health Department  
171 Emory Highway  
Macon, GA 31217

#### WHO SHOULD ATTEND

Parents, Caregivers, Youth & Young  
Adults (ages 14 and up)

#### INCENTIVE

Participating parents and youth, currently  
enrolled in CMS, are each eligible to  
receive \$25 (not to exceed  
\$50/household). Incentive provided after  
completion of workshop.

### ARE YOU READY TO MAKE THE MOVE FROM PEDIATRIC TO ADULT HEALTH CARE?

Parents, this is an opportunity to connect with  
other families going through the same process!  
Learn how to turn over medical responsibility to  
your rising young adults. Youth will hear from  
peers on how they were able to take charge of  
their medical needs.

### REGISTRATION REQUIRED

Please call Markesha Ray at  
478-751-8253

Or call Parent to Parent of Georgia at  
800-229-2038

See our training calendar for additional training  
and webinars at [p2pga.org](http://p2pga.org).

All services and resources offered by Parent to  
Parent of Georgia are FREE.

\*Funded by the Georgia Department of Public Health, Maternal and Child Health Section\*

## FUNDING OPPORTUNITIES

### ⇒ Firehouse Subs Public Safety Foundation AED Grants

**Thursday, August 30, 2018 at 12:00  
AM EST for 3rd Quarter Grants**

What are the Foundation funding  
guidelines? Life-saving equipment,  
prevention education, scholarships and  
continued education, disaster relief and  
military support.

### ⇒ Action for Healthy Kids: Parents for Healthy Kids Grant

Action for Healthy Kids is pleased to  
announce that grants are now available for  
the 2018-2019 school year. Their Parents for  
Healthy Kids Grants are for parents or  
parent groups that are interested in leading  
school based physical activity or nutrition  
programming that will engage more parents  
in student and family health. Grants of up to  
\$1,000 are available. Learn how to apply  
[online](#).

### ⇒ Group Funds Adaptive Sports Equipment

People with spinal cord injuries often miss  
out on outdoor activities, a Vermont non-  
profit wants to make that a thing of the past.  
The Kelly Brush Foundation is dedicated to  
making active lifestyles achievable for people  
with spinal cord injuries. Through the Active  
Fund, individuals with paralysis caused by  
spinal cord injury may receive grants for the  
purchase of adaptive sports equipment. Fall  
applications are due Sept. 16. [Apply online](#).



Student Health



# Georgia Student Wellness- Supporting the Whole Child



## COUNSELING AND SOCIAL SERVICES

### ⇒ Rescheduled—Webinar Explores Strategies to Prevent Bullying

The Children's Safety Network rescheduled its July 11 webinar to August 8 at 11 a.m. CDT. The webinar will explore strategies to prevent bullying by helping kids manage their emotions, empathize with others and develop positive relationships. [Register for the webinar online.](#)

### ⇒ ASCA Position Statements

The American School Counselor Association (ASCA) has compiled their collection of position statements into an online booklet for easy use. The statements cover a variety of topics for school counselors including child abuse and neglect, gun safety in schools, peer support groups, safe schools and crisis response, student mental health and many more. [Explore all the topics and download the booklet, online.](#)

## PHYSICAL EDUCATION

### ⇒ Low Physical Activity Levels Discovered in NHANES

The June issue of JAMA Pediatrics discussed the results of a 2007-2016 National Health and Nutrition Examination Survey with regard to income, race/ethnicity and sex in adolescents. The survey revealed that females were significantly less physically active than males with minority race/ethnicity and low income being associated with low physical activity in most groups. [To take a closer look, review the summary article.](#)

### ⇒ Optimizing Recess

A research team has created a measurement tool that aims to evaluate recess in 17 areas. The Great Recess Framework is a 17-point checklist that aims to optimize recess beyond physical activity. The checklist allows educators to assess the structure of recess with a specific focus on safety, resources, student engagement, adult engagement, prosocial/antisocial behavior, and student empowerment on the playground. [Read the summary in BMC Public Health.](#)

## HEALTHY SCHOOL ENVIRONMENT

### ⇒ NIH News in Health: Recovering from Frightening Events

It is natural to be afraid after something scary or dangerous happens. Trauma can follow from both minor and major events. Depending on the brain's response to the event, chronic problems can follow. Trouble sleeping, feeling on edge, being anxious or jumpy can affect a person's overall health. [To learn more about trauma, how to cope, and different treatment strategies, read the article.](#)

### ⇒ Improving School Improvement

The UCLA Center for Mental Health in Schools has released a new guidebook titled "Improving School Improvement." Focusing on policy and planning, the toolkit hits nine major subject areas including an expanded framework for school improvement and enhanced school-community collaboration. [Review the resource online.](#)

## HEALTH EDUCATION

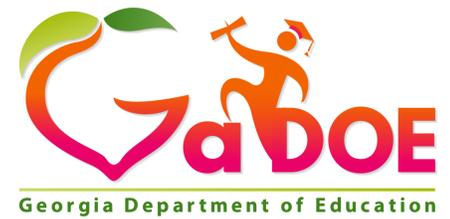
### ⇒ New Youth E-Cigarette Fact Sheet

The Centers for Disease Control and Prevention's Office on Smoking and Health has released a new, fact sheet about the popularity of e-cigarettes shaped like USB flash drives among young people. It provides public health messaging about the risks of tobacco products and actions parents, educators, and health care providers can take to protect kids. Review the [fact sheet](#) and the other resources available on the [CDC's Youth Tobacco Prevention website.](#)

### ⇒ National HPV Vaccination Roundtable: Middle School Health Starts Here

The Middle School Health Starts Here Program created by the National HPV Vaccination Roundtable has compiled a toolkit containing the most important information for parents and children in middle school. Addressing a time of transition, the toolkit provides evidence based information to help parents address all health issues of middle schoolers and support school nurses. [Explore the toolkit by navigating the header tabs online.](#)

# Georgia Student Wellness- Supporting the Whole Child



## SCHOOL HEALTH SERVICES

### ⇒ Asthma Change Package

The Asthma Change Package is a guide for achieving improvements in community asthma care. It provides quick access to valuable program strategies that improve health outcomes and program sustainability. Resources include information on how to start, improve, implement, and evaluate asthma programming. [Review the resources online.](#)

### ⇒ Hypertension in Youth

One in seven youths had elevated blood pressure under 2017 guidelines from the American Academy of Pediatrics. Using the National Health and Nutrition Examination Survey Data, Centers of Disease Control and Prevention experts found young people age 12-19 were hypertensive during 2001-2016. Hypertension in adolescents and young adults is associated with long-term negative health effects. Experts recommend early screening and intervention to improve cardiovascular health. To review the research, [read the summary.](#)

## COMMUNITY INVOLVEMENT

### ⇒ Children's Safety Network: Injury Disparities Infographics

The Children's Safety Network has released a trio of infographics on injury disparities. Drug poisoning deaths, homicides, and suicides are considered across sex, race/ethnicity, and location. [Review the infographics and consider how to address these injuries in local communities.](#)

### ⇒ Screen Time Linked to Insomnia and Depression in Adolescents

The American Academy of Sleep Medicine posted a study discussing the association between screen time, depression and insomnia among adolescents. Overall, higher rates of depressive symptoms among teens can be linked to screen-based activities that inhibit high-quality, restorative sleep. [To read the research summary, go online.](#)



## NUTRITION SERVICES

### ⇒ Free Milk in Schools Promotes Milk Consumption

Calcium from milk is beneficial to bone health in children, but they drink less milk as they age. A recent study in the Journal of School Health assesses the effects of a Milk for Schools program on school aged children. [Review the research to learn more.](#)

### ⇒ Seasonal Produce Guide

The U.S. Department of Agriculture has released its updated Seasonal Produce Guide, which contains nutritional information, recipes and budgeting tips in English and Spanish. Click on the name of the fruit or vegetable to learn when it is in season and how to cook it. [Visit the website to learn more.](#)



## STAFF HEALTH PROMOTION

### ⇒ Webinar—Clean Air Policies & Tobacco Free Schools

Georgia's Society for Public Health Education aims to show how the state addressed clean air policies and tobacco-free schools in an upcoming webinar. The webinar premieres on Aug. 8 at 1 p.m. (EST). Part of the Chronic Disease University webinar series, this webinar will discuss how to design and implement clean air policies to create tobacco free schools. [Register for the webinar online.](#)

### ⇒ Worker Health Charts

Is your job affecting your health? The National Institute for Occupational Safety and Health has developed a way to find out. Worker Health Charts allow users to review work-related health data to answer job safety and health questions. Jobs can take a toll on physical and mental health as well as social well-being. To learn more about worksite wellness and how to use the charts, [visit the webpage.](#)



# Does Your School Staff Need Mental Health Resources?

## Online Trauma/Brain 101: Understanding the Impact of Trauma on Children/Youth and Brain Development

Directions for accessing the training [Online Trauma/Brain 101](#)

**Instructional Hours: 3**

**CEUs: 3 hours** MSW (core), LPC & LMFT (related), and DECAL

### **Course Description**

This online course will provide participants with foundational knowledge about child trauma, child traumatic stress and how adversity and trauma can impact children and youth and their brain development. Participants will also be introduced to brain architecture and early brain development in children and youth.

### **Topics and Learning Objectives**

#### **Child Trauma and Child Traumatic Stress**

- Explain the term child traumatic stress
- Describe the three types of trauma, and the types of experiences that constitute childhood trauma
- Recognize role in responding to child traumatic stress

#### **How Trauma Affects Children**

- Explain the relationship between a child's lifetime trauma history and his/her behaviors and responses
- Describe the effects of adversity and child traumatic stress on brain development
- Identify the impact of trauma on child development

#### **Brain Systems**

- Describe the basic architecture of the brain
- Explain the term brain health
- Describe the process of brain development in young children and adolescents
- Identify the types of experiences and situations that can impact brain development
- Describe the impact of toxic stress and complex trauma on the developing brain

#### **Adverse Childhood Experiences and Brain Development**

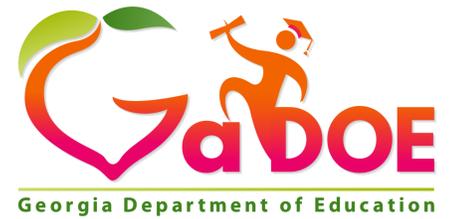
- Describe the relationships between ACEs (adverse childhood experiences) and brain development in children and adolescents
- Describe the relationship between ACEs and lifetime health risks

#### **Resilience and Brain Development**

- Define the term resilience
- Describe the relationship between resilience and brain health
- Describe how establishing trusting and supportive relationships with children and adolescents can impact resilience



# Georgia Student Wellness- Supporting the Whole Child



## WHAT IS WSCC?

### Whole School, Whole Community, Whole Child

Health and education affect individuals, society, and the economy and, as such, must work together whenever possible. Schools are a perfect setting for this collaboration. Schools are one of the most efficient systems for reaching children and youth to provide health services and programs, as approximately 95 percent of all U.S. children and youth attend school. At the same time, integrating health services and programs more deeply into the day-to-day life of schools and students represents an untapped tool for raising academic achievement and improving learning.

[Learn why we need a collaborative approach \(PDF\)](#)

[View examples and ideas for implementation \(PDF\)](#)

[Review the 10 school health components](#)

[Read about the model in the \*Journal of School Health\*](#)

[Learn about incorporating health and wellness into school improvement plans \(PDF\)](#)



The Whole School, Whole Community, Whole Child (WSCC) model combines and builds on elements of the traditional coordinated school health approach and the [whole child framework](#) by

- Responding to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.
- Incorporating the components of a coordinated school health program around the tenets of a whole child approach to education.
- Providing a framework to address the symbiotic relationship between learning and health.

The WSCC Model is ASCD's Whole Child approach, but takes a more specific health and wellbeing focus. The WSCC Model highlights the School Health Components which every school should have to ensure the health, safety, and wellbeing of their students, staff and environment. All of the School Health Components are present amongst the Indicators of the Healthy and Safe Tenets, but by using the WSCC Model, schools, districts, and communities are able to highlight these areas and direct more attention towards them.

The focus of the WSCC model is an ecological approach that is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. ASCD and the [U.S. Centers for Disease Control and Prevention](#) (CDC) encourage use of the model as a framework for improving students' learning and health in our nation's schools.



# THE WHOLE CHILD



## What is the Whole Child Approach?

### What is the Whole Child Approach?

A student's learning is influenced by their social emotional state. For example, a student coping with divorce or one who is constantly teased by their classmates may not be able to concentrate or perform well in class. For optimal learning to occur, the emotional and social well-being of the students should also be considered and addressed; and this forms the Whole Child Approach.

The objective of the Whole Child Approach is not just to improve students' academic performances, but also contribute to their overall development. This approach aims to provide students with the assistance and structure for attaining long-term success in all areas of their life. When students are *healthy, safe, supported, engaged and challenged*, students are then able to learn to the best of their ability.

### Application of the Whole Child Approach in the classroom

The teacher's role in the Whole Child Approach is to encourage students to grow in every area. A whole child is curious, creative, caring, empathetic, and confident. The main statures to applying the Whole Child Approach are making sure the students are *healthy, safe, supported, engaged and challenged*. The following are ways to apply these concepts in the classroom:

#### **Healthy:**

It is crucial to educate students on the importance of making healthy decisions such as eating the right foods, abstaining from drugs and alcohol, engaging in regular exercise etc. A healthy body can help create a healthy mind.

#### **Safe:**

Bullying, harassment, abuse and neglect can threaten the safety and concentration of a student. Teachers can create safe classrooms by implementing strict anti bullying rules, various conflict resolution strategies, and safe reporting procedures.

#### **Supported:**

Students need to be able to trust their teacher. They should be encouraged to contribute to the overall development of the classroom. Students should feel positive and accepted within the classroom by the teacher and the other students.

#### **Engaged:**

Students can become engaged in learning by the use of interactive projects, creative lessons, and the use of media. Increased interest and motivation help enhance student engagement and participation, which are key factors to improving learning in the classroom.

#### **Challenged:**

Assessment strategies can be modified to challenge students to do their best. These assessments can be creative and fun for the students. Students should be encouraged to demonstrate their knowledge in an inspired and productive way.

The whole child approach to learning requires one to modify the educational experience and the classroom environment so that the social emotional learning of the students is addressed and enhanced, in turn creating a future of confident and holistically developed students.



# Georgia Department of Education Provides \$1 million for School Wraparound Services

**MEDIA CONTACT:** Meghan Frick, GaDOE Communications Office  
404-463-4246, [mfrick@doe.k12.ga.us](mailto:mfrick@doe.k12.ga.us)

**June 14, 2018** – The Georgia Department of Education is providing more than \$1 million to help schools create wraparound centers for their students. The funding is part of GaDOE’s comprehensive and proactive strategy to improve schools, and will be targeted to schools identified for support by GaDOE’s School Improvement division.

The wraparound centers will operate before, during and after the traditional school day, connecting students and families with resources in order to support and improve student achievement. Through the centers, students will have access to community resources like food pantries and clothes closets; mental health counseling; tutoring and academic support; workshops on college applications, resumes, interview skills, and money management; help connecting with local job opportunities; and more.

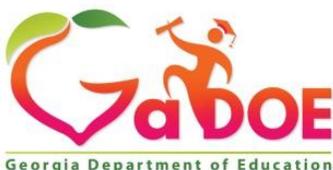
“Our job, and our responsibility to students, doesn’t end when the school bell rings,” State School Superintendent Richard Woods said. “These wraparound centers will provide the support kids need to be ready to learn – they’ll begin to address the barriers to learning that are in place for so many of our students.”

The \$1,040,000 provided by GaDOE, and approved by the State Board of Education today based on Superintendent Woods’ recommendation, will fund a regional Wraparound Coordinator in each of Georgia’s Regional Education Service Agencies (RESAs). This is a first-of-its-kind position that will help [schools identified for comprehensive and targeted support under Georgia’s ESSA plan](#) create and coordinate their wraparound centers.

For the 2018-19 school year, each Wraparound Coordinator will lead a pilot in their RESA targeting two to three of the schools in that RESA that are receiving support from GaDOE School Improvement. The goal is to scale the pilot up to impact more schools in future years.

GaDOE’s wraparound initiative is a response to the growing need to address non-academic barriers to student learning, and to a body of research that shows students are better able to learn and achieve when those barriers are removed. The Department will work with state- and nationally recognized wraparound experts, model districts, and other state agencies to provide training and support to the pilot schools.

The Department [also provided funding](#) for educational technology services, mathematics mentors, English language arts specialists, school climate specialists, subgroup project managers, supports for students with disabilities, and school effectiveness specialists to the RESAs.



# What is JUULing?

You may have heard of JUUL. It's one brand of [e-cigarette](#) that has gotten very popular lately—so popular that the term “JUULing” is becoming common. While we usually don't discuss brand names on the blog, some experts think the name “JUUL” might become like “Kleenex” or “Xerox”; these brands became so popular that people often use those names instead of “tissue” or “copy.”

Will “JUUL” become the new term for “e-cigs”? Whatever you call them, and whatever brand they are, there are too many unknowns about the health effects of these devices if you start using them in your teen years.

## Quitting—or starting?

The company that makes [JUUL](#) says they designed the device for adults who are trying to quit smoking regular cigarettes; the company has educational programs for teens about waiting until they're adults to use these devices. But JUUL is still being used by teens, who think teachers and other adults won't notice because the JUUL doesn't look like a regular e-cig.

A JUUL is a small, rectangular, box-shaped device that looks more like a flash drive than a cigarette. Like most e-cigs, they come in [flavors that appeal to young people](#).

## Different look, same danger

Teens have been hiding things like e-cigs from adults for decades. In the 1950s, they spent a lot of time trying to hide their cigarettes from adults. But once teens began to learn about the disastrous health effects of tobacco cigarettes, they stopped using them as much. Now, teens are [smoking less than ever](#).

So, while the JUUL design may look pretty slick, don't let it fool you: Inside, it has the same [nicotine](#) that's in regular cigarettes. In fact, according to the manufacturer, just one JUUL “pod” (the cartridge inserted into the device) delivers about as much nicotine to the user as a *whole pack* of cigarettes.

## Next stop, tobacco?

There's also evidence that many teens using e-cigs [switch to regular cigarettes](#), sometimes within just a few months. Remember: You can get [addicted](#) to nicotine, and regular cigarettes deliver it to the body more efficiently than e-cigs do. Inhaling the tobacco smoke from cigarettes leads to horrible diseases and death.

There's still a lot we don't know about how using e-cigs (which don't contain actual tobacco) will affect your health. But if you're a teen, the government [won't let you buy them](#), and for [good reasons](#). Anything with nicotine is bad news for your health—no matter how fancy it might look or how well you can hide it from grown-ups.



# Do You Know Someone Who is Looking for a Career?

Students interested in entering a field in which there are plenty of job openings can choose to enroll in one of **17 programs of study for which FREE TUITION is available!**

The HOPE Career Grant can be the boost a student needs to **get started on a rewarding career in a well-paying job, and without accumulating a lot of student debt.** It also helps Georgia employers by creating a pipeline of skilled workers they can hire well into the future. To learn more, or find out which campuses offer these programs, click on one of the programs below.

To be eligible for the HOPE Career Grant, students must first qualify for and be receiving the [HOPE Grant](#). The two grants together will cover all tuition in these 17 programs of study. Students will still be responsible for student fees and any equipment necessary, although in some cases, financial aid is available for those as well.

- ◆ [Automotive Technology](#)
- ◆ [Aviation Technology](#)
- ◆ [Certified Engineer Assistant](#)
- ◆ [Commercial Truck Driving](#)
- ◆ [Computer Programming](#)
- ◆ [Computer Technology](#)
- ◆ [Construction Technology](#)
- ◆ [Diesel Equipment Technology](#)
- ◆ [Early Childhood Care and Education](#)
- ◆ [Electrical Lineman Technology](#)
- ◆ [Health Science](#)
- ◆ [Industrial Maintenance](#)
- ◆ [Logistics/Transportation Technology](#)
- ◆ [Movie Production Set Design](#)
- ◆ [Practical Nursing](#)
- ◆ [Precision Manufacturing](#)
- ◆ [Welding and Joining Technology](#)



## PRACTICAL NURSING

The Practical Nursing diploma program is designed to prepare students to write the NCLEX-PN for licensure as practical nurses. The program prepares graduates to give competent nursing care. This is done through a selected number of academic and occupational courses providing a variety of techniques and materials necessary to assist the student in acquiring the needed knowledge and skills to give competent care. A variety of clinical experiences is planned so that theory and practice are integrated under the guidance of the clinical instructor. Program graduates receive a practical nursing diploma and have the qualifications of an entry-level practical nurse. Students most commonly will have to submit a satisfactory criminal background check as well as a drug screen in order to be placed in a clinical health care facility to complete the clinical portions of their educational training.

[FIND WHERE THIS PROGRAM IS OFFERED](#)

# Georgia Student Wellness- Supporting the Whole Child



## CHOA SCHOOL HEALTH RESOURCES

Eighteen percent of children in the United States have a chronic medical condition. A well-trained school health professional can help these children manage their health and stay in school. Children's Healthcare of Atlanta (CHOA) works closely with school health personnel throughout the state to provide them with educational materials, training and support.

The Children's Regional School Health Coordinator, Gail Smith, provides the following services:

- ◆ [School nurse updates](#) and webinars on clinical pediatric topics
- ◆ Staff education for school districts in metro Atlanta
- ◆ Reviews and revisions of the [school health manual](#)
- ◆ Serve as prime contact for school nurses to call to discuss programmatic needs and difficult cases
- ◆ Provide the CHOA/DPH [Common Infectious Illness poster](#)
- ◆ [Behavioral Health resources](#)
- ◆ [Educational Videos](#)

Children's Healthcare of Atlanta also provides nutritional and wellness resources through the [Strong 4 Life Program](#). Please click the hyperlink for more information.

**For questions or requests, please contact:**

**Gail Smith, B.S.N., R.N.**  
Regional School Nurse Coordinator  
Phone: 404-785-7202  
Cell: 404-395-8067  
Email: [schoolhealth@choa.org](mailto:schoolhealth@choa.org)  
Web Page: <http://www.choa.org/schoolhealth>

**Want to receive School Health News:**  
<http://pages.choa.org/School-Nurse-OptIn.html>



## HELPFUL LINKS

- ⇒ [ASTHMA](#)
- ⇒ [CHILDHOOD OBESITY](#)
- ⇒ [CULTURAL COMPETENCY](#)
- ⇒ [DIABETES IN CHILDREN](#)
- ⇒ [DISASTER PREPAREDNESS](#)
- ⇒ [DOCUMENTATION IN SCHOOL HEALTH](#)
- ⇒ [DRUG ABUSE](#)
- ⇒ [ENVIRONMENTAL HEALTH](#)
- ⇒ [FOOD ALLERGIES & ANAPHYLAXIS](#)
- ⇒ [IMMUNIZATIONS](#)
- ⇒ [HEAD LICE](#)
- ⇒ [MENTAL HEALTH](#)
- ⇒ [ORAL HEALTH](#)
- ⇒ [SCHOOL WELLNESS POLICIES](#)
- ⇒ [SEASONAL INFLUENZA](#)
- ⇒ [SEXUAL & REPRODUCTIVE HEALTH](#)
- ⇒ [VIOLENCE IN SCHOOLS](#)
- ⇒ [VISION AND EYE HEALTH](#)

\*\*\*Resources obtained from the [National Association of School Nurses Website](#)

