



Georgia Department of Education

Georgia School Nurse NEWS

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EDUCATING GEORGIA'S FUTURE

MARCH 2018



MARCH NATIONAL HEALTH OBSERVANCES

- ⇒ [Bleeding Disorders Awareness Month](#)
- ⇒ [National Cheerleader Safety Month](#)
- ⇒ [National Colorectal Cancer Awareness Month](#)
- ⇒ [National Kidney Month](#)
- ⇒ [National Nutrition Month](#)
- ⇒ [Save Your Vision Month](#)
- ⇒ [March 6-10 National School Breakfast Week](#)
- ⇒ [March 8 World Kidney Day](#)
- ⇒ [March 12-18 Brain Awareness Week](#)
- ⇒ [March 19-23 National Youth Violence Prevention Week](#)
- ⇒ [March 24 World Tuberculosis Day](#)
- ⇒ [March 27 American Diabetes Alert Day](#)

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

*You Make a Difference
Thank You for all you do!*



DEFINITION OF SCHOOL NURSING

School nursing, a specialized practice of public health nursing, protects and promotes student health, facilitates normal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders that bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potentials. **Approved by the NASN Board of Directors June 2016.**



UPCOMING WORKSHOPS

School Nurse 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.
 - ⇒ March 14th– 8:30am-11:00am
 - ⇒ April 17th– 1:00pm-3:30pm
 - ⇒ April 25th– 8:30am-11:00am
 - ⇒ May 22nd-1:00pm-3:30pm
- April 11th from 9:00 AM-12:00 PM
Pioneer RESA 1342 GA-254 Cleveland, GA

NATIONAL NUTRITION MONTH

eat right. Academy of Nutrition
and Dietetics

Eat Right

Food, Nutrition and Health Tips from the Academy of Nutrition and Dietetics

Color Your Plate with Salad

Pack more nutrition into your day with a colorful main dish or side salad. Keep basic ingredients on hand for a quick addition to any meal.

Encourage kids to eat more vegetables by setting out ingredients to make their own salad creations. Or, let them choose individual items with salad dressing as a dip.

Mix and match ingredients by choosing one or more foods from each column below. Consider flavor, texture and color. Add a light salad dressing and enjoy!

Start with Leafy Greens

- Arugula
- Boston or Bibb lettuce
- Escarole
- Green or Red leaf lettuce
- Iceberg lettuce
- Mixed greens
- Napa Cabbage
- Radicchio
- Romaine
- Spinach



Select from Vegetables, Fruits and Beans

(Chopped, diced, shredded, sliced or whole)

Vegetables

- Artichoke hearts
- Bean sprouts
- Beets
- Bell pepper
- Bok choy
- Broccoli or cauliflower
- Carrots
- Celery
- Corn
- Cucumbers
- Onion (red or sweet)
- Peas
- Radishes
- Sugar Snap Peas
- Tomatoes
- Water chestnuts
- Zucchini



Fruits

- Dried cranberries or cherries
- Apple
- Blueberries
- Grapes
- Mandarin oranges
- Melon
- Pear
- Raisins
- Strawberries

Beans

- Black beans
- Chickpeas
- Edamame (soybeans)
- Kidney or red beans
- Navy or white beans

Sprinkle on Extras

Cheese

- Blue cheese
- Cheddar
- Feta
- Mozzarella
- Parmesan

Nuts

- Almonds
- Cashews
- Peanuts
- Pecans
- Walnuts

Other

- Avocado
- Bacon bits
- Chow mein noodles
- Croutons
- Olives
- Sunflower seeds

For a Main Dish Salad

- Beef
- Chicken
- Ham
- Hard-cooked egg
- Salmon
- Shrimp
- Tofu
- Tuna
- Turkey



Suggested combinations:

- Romaine, grape tomatoes, cucumber, carrots, avocado and shrimp
- Mixed greens, chicken strips, melon, walnuts and feta cheese
- Spinach, red onion, mandarin oranges and sliced almonds

Find more healthy eating tips at:

www.eatright.org/nutritiontipsheets
www.kidseatright.org

For a referral to a registered dietitian nutritionist and for additional food and nutrition information visit www.eatright.org.



The Academy of Nutrition and Dietetics is the largest organization of food and nutrition professionals. The Academy is committed to improving the public's health and advancing the profession of dietetics through research, education and advocacy.

This tip sheet is provided by:

Authored by Academy of Nutrition and Dietetics staff registered dietitian nutritionists.

WEBINARS AND RESOURCES

⇒ **Be Prepared and Not Scared: The Flu and School**

Want to know when it's most appropriate for a student to return to school after recovering from the flu? Want to know what to share with families? Educate your school community and [share this How to Guide](#) with your students and families.

⇒ **How Can School Nurses Manage Allergies and Anaphylaxis at School?**

The role of the school nurse is complex and encompasses many aspects of allergy care. NASN outlines the school nurse's role in the [Framework for 21st Century School Nursing Practice™](#). The [Allergy & Asthma Network's Allergy & Anaphylaxis: A Practical Guide for Schools and Families](#) also addresses the school nurse's role in allergy management.

⇒ **Sleep in Middle and High School Students**

According to the Centers for Disease Control and Prevention, children and adolescents who do not get enough sleep have a higher risk for many health and behavior problems. [Learn how much sleep students need and how many are not getting it.](#)

⇒ **Asthma attacks on the decline in U.S. kids**

"Fewer U.S. children are having to deal with asthma attacks in recent years, federal health officials reported Tuesday. That also translates into fewer missed school days and hospital visits, the researchers noted...However, 'not all the news is good,' the CDC's acting director, Dr. Anne Schuchat, said..."Today's report reveals that, in 2016, one in six children with asthma still ended up in the emergency department or urgent care," Schuchat said. "Severe asthma attacks can be terrifying for children and for their families." Additional information on the report can be found [here](#).



Every Child Deserves a School Nurse

FUNDING OPPORTUNITIES

⇒ **Firehouse Subs Public Safety Foundation [AED Grants](#)**

Thursday, March 1, 2018 at 5:00 PM EST for 1st Quarter Grants

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

⇒ **Presidential Youth Fitness Program (PYFP) Grant—Deadline: March 2, 2018**

The 2018 PYFP grant is an opportunity for eligible schools and districts to secure resources to support fitness education programming (including fitness assessment) in the physical education classroom. Visit the [grant Web site](#) for more information.

⇒ **School-Based Health Center Capital (SBHCC) Program**

The Health Resources and Services Administration (HRSA) has announced the availability of up to \$10 million in [funding](#) for school health center capital investments. The agency is expected to make up to 100 awards to currently operational school-based health centers (SBHCs) for the purpose of increasing "access to mental health, substance abuse, and childhood obesity-related services." In response to this opportunity, the School-Based Health Alliance is hosting a [webinar](#) featuring school-based health care experts who will share examples of how two programs are implementing telehealth services and what renovations and equipment might be necessary and take some questions. After the webinar, participants will be able to:

1. Assess their eligibility for and interest in applying for one or more of the three types of funding opportunities included in HRSA's School-Based Health Center Capital (SBHCC) Program Notice of Funding Opportunity (NOFO);
2. Describe how SBHCs in two states utilize telehealth to provide mental health, substance abuse, and nutrition counseling services; and
3. List examples of the type and cost of equipment and space renovation needed to provide mental health, substance abuse, and nutrition counseling services via telehealth.

WEBINARS AND RESOURCES

⇒ **Asthma in children : [CDC resource recently updated](#)**

"Asthma is a serious disease causing wheezing, difficulty breathing, and coughing. Over a lifetime, it can cause permanent lung damage. About 16% of black children and 7% of white children have asthma. While we don't know what causes asthma, we do know how to prevent asthma attacks or at least make them less severe. Today, children with asthma and their caregivers report fewer attacks, missed school days, and hospital visits. More children with asthma are learning to control their asthma using an asthma action plan. Still more than half of children with asthma had one or more attacks in 2016. 1 in 6 children with asthma visits the Emergency Department with about 1 in 20 children with asthma hospitalized for asthma.

⇒ **Continuing Education: Influenza Prevention with Vaccines**

The [Centers for Disease Control and Prevention](#) highlighting a new continuing education (CE) opportunity provided by Medscape, LLC, which utilizes the CDC's August 2017 Morbidity and Mortality Weekly Report (MMWR) [Prevention and Control of Seasonal Influenza with Vaccines](#). Medscape will award 1.75 contact hours of CE credit for nurses. You can [register](#) free of charge or log in without a password.

⇒ **Common Colds: Protect Yourself and Others**

Common colds are the main reason that adults miss work and kids miss school each year. While colds peak in winter and spring, it possible to contract a cold at any time of year. The Center for Disease Control offers recommendations for how to protect yourself, protect others, when to see a doctor and how to differentiate the common cold from the flu. [To learn more, review the info on the CDC's website.](#)

⇒ **ACSM: Sports Drinks Unsafe for Children, Teens**

Recently the American College of Sports Medicine (ACSM) released a statement warning that highly caffeinated energy drinks are not safe for children and teens and should not be marketed to them. To learn more about the effects of these drinks and review recommendations for addressing the issue, [read the article](#).

⇒ **How to Talk to Kids about Violence**

In the wake of the Marjory Stoneman Douglas High School shooting in Florida, children may be dealing with feelings of fear, confusion, and uncertainty. [The National Association of School Psychologists \(NASP\) provides recommendations](#) for parents and teachers for how to respond to kids' questions and behaviors in response to tragedy.

⇒ **CDC's School Health Guidelines: Guideline 8**

The Centers for Disease Control and Prevention's (CDC) "School Health Guidelines to Promote Healthy Eating and Physical Activity" includes guidance about school employee wellness programs ([Guideline 8](#)). Research and best practice strategies include healthy eating and physical activity services for all school staff members.

⇒ **Resources to Fight the Flu**

With flu-like illness on the rise, Georgians can find the most up-to-date information on <https://dph.georgia.gov/georgia-flu-information>. Here are two that may be particularly helpful: [Information for Schools: Questions and Answers](#) (see "Flu Resources for Schools" section) and [How to Clean and Disinfect Schools](#).





NATIONAL ASSOCIATION OF
School Psychologists

Talking to Children About Violence: Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient; children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.**
 - **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
 - **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
 - **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.
5. **Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and

time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.

6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

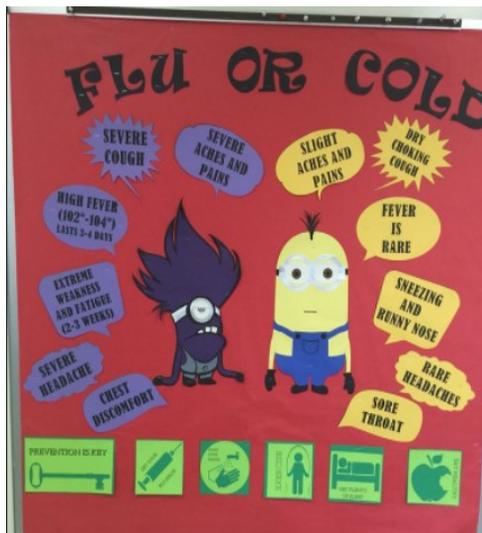
Suggested Points to Emphasize When Talking to Children

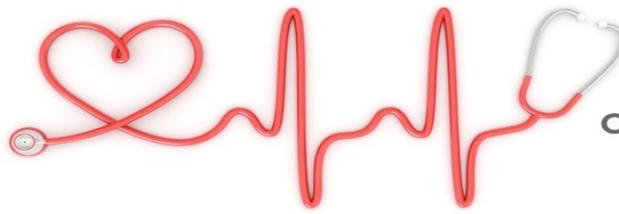
- Schools are safe places. School staff works with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.
- The school building is safe because ... (cite specific school procedures).
- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- There is a difference between reporting, tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the *possibility* of something happening and *probability* that it will affect you (our school community).
- Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- Stay away from guns and other weapons. Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at www.nasponline.org.

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SCHOOL NURSE BULLETIN BOARD IDEAS





Nurses are
the heart
of healthcare.

⇒ **Updates to the American Diabetes Association Annual Guidelines**

The American Diabetes Association's annual guidelines for 2018 include new recommendations for use of glucose-lowering drugs with proven cardiovascular benefit in type 2 diabetes, optimization of diabetes care in elderly patients, and glucose screening of high risk adolescents. For a free continuing education offering, go to [New Treatment Guidelines for Diabetes](#).

⇒ **Perceived Weight and Bullying Victimization in Boys and Girls**

Research suggests that perceived weight poses separate risks from objective weight on adolescent's risk of being bullied. Recent research from the School Physical Activity and Nutrition Project, suggests that perceiving oneself as weighing too much or too little was significantly associated with increased bullying victimization. Specifically, boys who perceived themselves as weighing too little had higher predicted probabilities of victimization. [Read the research article to learn more.](#)

⇒ **Indoor Air Quality (IAQ) Tools for Schools Webinar**

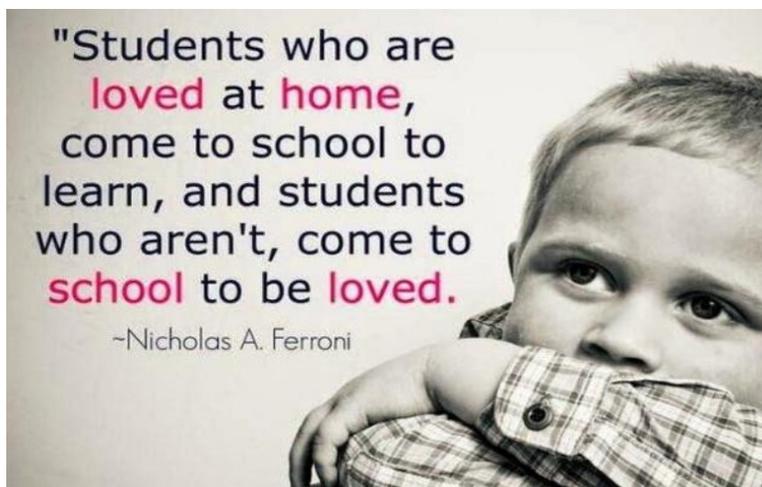
The United States Environmental Protection Agency is hosting an Indoor Air Quality (IAQ) Tools for Schools webinar titled, "From Roof to Curb: Taking a Comprehensive Approach to IAQ Management Through Preventive Maintenance" on Thursday, March 8, 2018 from 1:00 p.m. to 2:30 p.m., EST. [Register for this webinar](#) to learn how a school district can save money while protecting the health of students and staff members.

⇒ **School Employee Well-being Webinar Series**

This [six-part webinar series](#) teaches school employee wellness best practices and gives new ideas from national experts and local school district champions on how to play a part in the health and well-being of school staff and teachers.

⇒ **Battling Bullying: The Impacts of Social Media**

Bullying in and outside of the classroom is a nationwide issue. It is a growing problem teachers and counselors in our area are trying to combat. [A study by the National Institute of Child Health and Human Development shows 30% of American children in grades 6 through 10 have been bullied, or have bullied other children...](#)From Instagram, to Snapchat, Twitter and Facebook, social media continues to open doors for cyber bullying. Doors that have never been opened like this before."





Skin Cancer Prevention/Sunscreen Use in Schools

Fact

Skin cancer is the most common cancer in the United States. One bad sunburn in childhood doubles the risk of skin cancer later in life. Damage from exposure to UV rays builds up over time, so sun protection should start at an early age. Most skin cancers can be prevented.

The Georgia Department of Public Health Cancer Data Report (2016) shows skin cancer incidence and mortality rates in Georgia.

New cases

On average, 2,320 new cases of malignant melanoma, the most serious form of skin cancer, are diagnosed in Georgia every year - 1,365 cases in males and 955 cases in females. Since 2000, melanoma incidence rates have been increasing at an average annual rate of 2.6 percent.

North Georgia, North, Cobb & Douglas, Fulton, East Metro and Northeast Health Districts have significantly higher incidence rates than the state rate. Northwest, Clayton, DeKalb, South Central, North Central, East Central, West Central, South, Southwest, Coastal and Southeast Health Districts have significantly lower rates than the state rate.

Deaths

On average 225 Georgians die from melanoma every year - 150 males and 75 females. Since 1990, melanoma mortality rates have been decreasing at an average annual rate of 0.5 percent.

North Georgia, Coastal and Northeast Health Districts have significantly higher mortality rates than the state rate. Fulton and East Metro Health Districts have significantly lower rates than the state rate.

Skin Cancer Prevention in Schools

The Centers for Disease Control and Prevention's [Guidelines for School Programs to Prevent Skin Cancer](#), outlines steps that school communities can take to develop a comprehensive approach to reducing the risk for skin cancer among students, teachers, staff and visitors.

- Establish policies that reduce exposure to solar ultraviolet (UV) radiation.
- Provide and maintain physical and social environments that support sun safety.
- Provide opportunities for students to gain the knowledge, develop the attitudes, and practice the skills needed to prevent skin cancer.
- Involve family members in skin cancer prevention efforts.
- Provide pre-service and in-service skin cancer prevention education for school administrators, teachers, coaches, school nurses, and other professionals who work with students.
- Support sun-safety policies, sun-safe environments, and skin cancer prevention education with school health services.
- Evaluate the implementation of policies, environmental change, education, family involvement, professional development and health services.

Skin Cancer Protective Behaviors

The CDC recommends using various methods that reduce exposure to the full spectrum of UV radiation as the first line of protection against skin cancer and using sunscreen as a complementary measure.

- Minimize exposure to the sun during peak hours 10 a.m. - 4 p.m.
- Seek shade from the midday sun 10 a.m. - 4 p.m.
- Wear protective clothing, hats and sunglasses that protect the skin.
- Use a broad spectrum with a Sun Protection Factor (SPF) of 15 or more.
- Avoid sunlamps and tanning beds.

What to Look for When You Buy Sunscreen

Most sunscreen products work by absorbing, reflecting or scattering sunlight. They contain chemicals that interact with the skin to protect it from UV rays.

- Pick a broad-spectrum sunscreen that protects against UV-A and UV-B rays and has a sun protection factor (SPF) of at least 15.
- Read product labels. Look for a waterproof brand if you will be sweating or swimming. Buy a nonstinging product or one specifically formulated for your face.
- Buy a brand that does not contain para-aminobenzoic acid (PABA) if you are sensitive to that ingredient.
- Not all sunscreens have the same ingredients. Try a sunscreen with different chemicals if your skin reacts badly to the one that you are using.
- Use a water-based sunscreen if you have oily skin or are prone to acne.
- Be aware that more expensive does not mean better. Although a costly brand might feel or smell better, it is not necessarily more effective than a less expensive product.
- Check the sunscreen's expiration date. Sunscreen without an expiration date has a shelf life of no more than three years, but its shelf life is shorter if it has been exposed to high temperatures.

When to Apply Sunscreen

Using sunscreen does not mean it is safe to spend more time in the sun, especially when the UV Index is high. Although a sunscreen with an SPF of 15 or higher offers protection from sunburn, it does not block all the sun's damaging rays. Apply broad spectrum sunscreen with at least SPF 15 30 minutes before you go outside, even on slightly cloudy or cool days.

- Reapply sunscreen after swimming, strenuous exercise or toweling off.
- Apply sunscreen again throughout the day if you stay in the sun for more than two hours.

How to Apply Sunscreen

- Sunscreen comes in a variety of forms – lotions, wipes or gels. However, to be effective, sunscreens must be applied correctly.
- Shake well before use to mix particles that might be clumped up in the container. Consider using the new spray-on or stick types of sunscreen.
- Be sure to apply enough sunscreen. As a rule of thumb, use an ounce (a handful) to cover your entire body.
- Use on all parts of your skin exposed to the sun, including the ears, back, shoulders and the back of the knees and legs.
- Apply thickly and thoroughly.
- Use care when applying sunscreen around the eyes.

Additional Resources

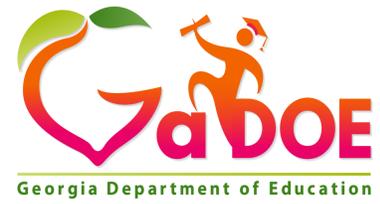
https://www.cdc.gov/cancer/skin/pdf/sunsafety_v0908.pdf

https://www.cdc.gov/cancer/skin/basic_info/sun-safety-tips-schools.htm

https://www.cdc.gov/cancer/skin/pdf/shade_planning.pdf

<https://www.cdc.gov/cancer/skin/pdf/cycparentsbrochure.pdf>

Fight the Flu



Flu Activity in Georgia

Each year from October to mid-May, Georgia's Department of Public Health tracks flu activity throughout the State and reports the findings in the [Georgia Weekly Influenza Report](#). Along with other [surveillance components](#), influenza-like illness is tracked with the help of volunteer sentinel providers (private providers, occupational health providers, student health clinics and emergency departments) as part of CDC's [ILINet](#) program. While each individual case of influenza is not reportable to health authorities, we monitor flu activity by watching the percent of doctors' visits that are for "influenza-like illness" (fever >100° F and cough and/or sore throat). When these doctors' visits for "influenza-like illnesses" begin to increase compared to baseline levels, we suspect that influenza is active in an area. Baseline levels are considered to be 0-3%.

After House Bill 198 passed in the 2017 Legislative session, schools are required to provide information to parents and guardians of students in grades 6 through 12 on influenza and its vaccine whenever other health information is provided. Below you will find many resources on Influenza and the flu vaccine.

Influenza Resources

[About Influenza](#)

[Influenza Terms](#)

[Influenza Prevention](#)

[Novel Influenza A Infection-H3N2v](#)

Influenza Related Pages

[Influenza: What You Need to Know](#)

[Frequently Asked Questions](#)

[Influenza Surveillance in Georgia](#)

[Vaccine Information Sheet Influenza](#)

[Flu Activity in Georgia](#)

[Novel Influenza A Infections](#)

[Georgia Pandemic Influenza](#)

[Preparedness Information](#)



GASN SUMMER CONFERENCE

SAVE THE DATE

Georgia Association of School Nurses

School Nurses Bridging the Gap:
Whole Child, Whole School and Whole Community

The Classic Center, Athens, GA
June 19-20, 2018



BENEFITS OF JOINING GEORGIA ASSOCIATION OF SCHOOL NURSES

HOW TO JOIN?

[With our new website you can now join online.](#) Just fill out the form and submit your payment to get instant access to member only content. (We use PayPal, but you don't have to have an account – very secure)

WHY JOIN?

When you join online you can immediately access the Members Only area, giving you access to Bylaws, Committees, Officers & Officers History, Complete Membership List (you can email directly to) and Newsletter. Here's how your membership helps:

SCHOOL NURSE ADVOCACY

- 1.GASN supports child health needs with state policy-makers & organizations.
- 2.GASN collaborates with state agencies, organizations, and policy-makers regarding school nurse issues.
- 3.GASN promotes National School Nurse Day to raise awareness of the school nurse role.
- 4.GASN affiliates with NASN to access and support NASN's Publications, Position Statements and Issue Briefs about the school nurse role.

LEGISLATIVE ADVOCACY

- 1.GASN executive officers facilitate promoting school nurse issues in state legislature.
- 2.GASN has been instrumental in advocating for school nurse funding in Georgia and for language in the A+ Education Act supporting school nurse staffing for all Georgia Schools.
- 3.GASN campaigns to include funding and legislation for a nurse for every Georgia School Campus.

EDUCATIONAL OFFERINGS

GASN provides a vehicle for school nurses to interact with others who understand their needs and can provide solutions to school health problems. GASN collaborates with Children's Hospital of

Atlanta who provides quarterly school nurse updates related to current children's health issues.

DISCUSSION GROUPS

GASN has a list serve to communicate School Nursing news and questions to all members.

SCHOOL NURSE RECOGNITION

GASN receives nominations for Georgia School Nurse of the Year, Georgia LPN of the Year, and Georgia School Nurse Administrator of the Year.

- 1.GASN executive officers facilitate promoting school nurse issues in state legislature.
- 2.GASN has been instrumental in advocating for school nurse funding in Georgia and for language in the A+ Education Act supporting school nurse staffing for all Georgia Schools.
- 3.GASN campaigns to include funding and legislation for a nurse for every Georgia School Campus.

Do You Know Someone Who Would Like to Become a School Nurse?

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](#)

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:

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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](#)

