

**STATEMENT OF PURPOSE:**

The school nurse promotes family, school and community partnerships to support and improve learning, development and health of children and adolescents.

**AUTHORIZATION/LEGAL REFERENCE:**

26 V.S.A. § 1572 Nursing: Definitions

<https://legislature.vermont.gov/statutes/section/26/028/01572>

29 U.S.C. 794: Free Appropriate Public Education for Students With Disabilities:

<https://www.gpo.gov/fdsys/pkg/USCODE-2010-title29/pdf/USCODE-2010-title29-chap16-subchapV-sec794.pdf>

Vermont Agency of Education <https://education.vermont.gov/documents/educator-quality-licensing-rules#page34> Rules Governing the Licensing of Educators and the Preparation of Educational Professionals–

School Nurse/Associate School Nurse Endorsement: *5440-65 School Nurse (Revised March 2017) (page 171); 5440-65A Associate School Nurse (Reviewed June 2017) (page 175)*

Vermont Education Quality Standards, Section 2121.5 Tiered System of Support (2014) (p. 10)

<http://education.vermont.gov/vermont-schools/education-quality/education-quality-standards>

**REQUIRED SCHOOL NURSE/ASSOCIATE SCHOOL NURSE ROLE:**

1. Function according to the ANA code of ethics, specific to patient (student and family) centered care.
2. Gain knowledge specific to student and family needs to practice nursing in a manner that supports all students in a Free and Appropriate Public Education (Sec. 504, 29 U.S.C. 794 (1973))
3. Involve parents when developing student-specific or school-wide health policies, emergency and safety plans, and health communications.

**RECOMMENDED SCHOOL NURSE/ASSOCIATE SCHOOL NURSE ROLE:**

1. Follow University of Vermont Medical Center guiding principles of patient- and family-centered care.
  - a. “We actively partner with patients and families, institutional leaders, health care providers and staff to implement the core principles of strong patient- and family-centered care:
    - i. **Dignity and Respect:** Patient and family knowledge, values, beliefs and cultural backgrounds are incorporated into the planning and delivery of care. Their perspectives and choices are listened to and honored in all phases of care.
    - ii. **Information Sharing:** Patients and families receive timely and accurate information in order to effectively participate in their care. Health care providers communicate and share complete and unbiased information with patients and families in ways that are affirming and useful.
    - iii. **Participation:** Patients and families are encouraged and supported to participate as integral members of their health care team.
    - iv. **Collaboration:** Patients and families are included on an institution-wide basis. Health care leaders collaborate with patients and families in policy and program development, implementation and evaluation; in health care facility design; in professional education; and in the delivery of care.” (UVM-MC, 2018)
2. Support families in teaching child self-advocacy skills.
3. Collaborate with community organizations to provide families education classes on health-related topics.

4. Advocate for your school to include family engagement as part of their vision and mission statement.
5. Communicate consistently with families via newsletter, parent-teacher conferences and website about health activities occurring at school.
6. Participate in care conferences, 504, IEP and EST meetings to clarify issues, organize care and relieve families of daily stresses when caring for children with special health care needs; acknowledging that families are the experts on their child.
7. Include parents and students on Whole School, Whole Community, Whole Child (WSCC) teams.
8. Actively promote improvements in the school's physical environment to make it more pleasant, accessible, and safe for families and community members.
9. Act as a liaison between families, teaching staff, and administration to educate about health needs and how they impact student learning.

**The following reflects family statements as requested from the Vermont Family Network and the UVM Medical Center's Patient and Family Advisors for continuous quality improvement efforts.**

1. Meet families where they are, be present.
2. Help us transition to new plan of care for our child or to resulting changes in our family
3. Tell us what's next to expect during those transitions
4. My child may experience pain differently than others and may not have the ability to tell someone.
5. Sometimes my child just needs to be heard.
6. Please treat my child's health information with utmost confidentiality.
7. If you notice anything that concerns you with my child, please contact me.
8. My child communicates differently. Please try to learn what works best for them so you can have a good relationship.
9. Know that there may be invisible and high costs to caring for our child with special needs.
10. I am ultimately responsible for making health decisions about my child.

#### RESOURCES:

Allshouse, C., Comeau, M., Rodgers, R., Wells, N. (2018). Families of Children With Medical Complexity: A View From the Front Lines. *PEDIATRICS* 141 (s3) :e 20171284. doi. org/ 10. 1542/ peds. 2017- 1284D. <https://www.lpfch.org/sites/default/files/field/publications/peds20171284d.pdf>

American Academy of Pediatrics

Family Engagement at the AAP: History and Policy: <https://www.aap.org/en-us/professional-resources/practice-transformation/managing-patients/FPN/Pages/Family-Engagement.aspx>

Family Engagement QI Implementation Guide : <https://medicalhomeinfo.aap.org/tools-resources/Pages/QI-ImplementationGuide.aspx>

American Nurses Association Code of Ethics, 2015: <https://www.nursingworld.org/coe-view-only>

Association of Superintendents & Curriculum Development: Whole School, Whole Community, Whole Child Model. <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

Baumbusch, J., Mayer, S. & Sloan-Yip, I. (2018). Alone in a Crowd? Parents of Children with Rare Diseases' Experiences of Navigating the Healthcare System. *Journal of Genetic Counseling*, Aug. 21, 2018 <https://doi.org/10.1007/s10897-018-0294-9>

Centers for Disease Control and Prevention

- Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention: [https://www.cdc.gov/healthyyouth/protective/parent\\_engagement.htm](https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm)
- Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12, November 2015 <https://www.cdc.gov/healthyschools/parentengagement/pdf/guide.pdf>
- PARENT ENGAGEMENT: Strategies for Involving Parents in School Health, January 2013 [https://www.cdc.gov/healthyyouth/protective/pdf/parent\\_engagement\\_strategies.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf)
- Parent/Guardian Engagement in Schools: [https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement\\_parents.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_parents.pdf)

The CDC, through its Division of Adolescent and School Health (DASH), encourages parent/guardian engagement with school staff to support and improve the learning, development, and health of children and adolescents. DASH's fact sheet, Ways to Engage in Your Child's School to Support Student Health and Learning, is designed help parents/guardians be more engaged in their child's school health activities. [c/o NASN Weekly Digest 9-20-18]

#### Children's Hospital Association:

- Journey Boards Help Patients and Families Understand Complex Medical Information  
A team of diabetes nurses at Phoenix Children's Hospital developed journey boards in 2007 to educate newly diagnosed patients and their families on their condition and on how to effectively care for themselves at home. Using an easy-to-read game board concept, the journey boards contain a series of squares with topics related to the child's care—each designed to spark conversations between families and providers.
- Key to these conversations, and the journey board program itself, is the teach-back method. Teach-back method is a way of checking understanding by asking patients to state in their own words what they need to know about their health. By using the teach-back method, the journey boards ensure patients, their families and their care teams are on the same page.  
[https://www.childrenshospitals.org/Newsroom/Childrens-Hospitals-Today/Articles/2018/09/Journey-Boards-Help-Families-Understand-Complex-Medical-Information?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Read%20more&utm\\_campaign=2018.09.20\\_CSHCN\\_Network\\_Newsletter](https://www.childrenshospitals.org/Newsroom/Childrens-Hospitals-Today/Articles/2018/09/Journey-Boards-Help-Families-Understand-Complex-Medical-Information?utm_source=newsletter&utm_medium=email&utm_content=Read%20more&utm_campaign=2018.09.20_CSHCN_Network_Newsletter)

Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The Rehabilitation Act of 1973: <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html#textnote1>

#### National Institute of Nursing Research

- The Patient and Families resource section includes downloadable PDF [Pediatric Palliative Care At-a-Glance Fact Sheets](#); [Palliative Care for Children: Support for the Whole Family When Your Child Is Living with a Serious Illness](#) brochure (available in Spanish); Finding Family Support Resource Card; and "A Family's Perspective," four families share their experiences with pediatric palliative care and how the care they receive impacts their children and their lives. There are also two videos – one in Spanish.

#### National Association of School Nurses: [www.nasn.org](http://www.nasn.org)

- *The Relentless School Nurse – Power of Community Engagement* <https://schoolnursenet.nasn.org/blogs/robin-cogan/2017/07/09/the-relentless-school-nurse-power-of-community-engagement>
- *For Shawnee: Keeping the Student (and Family) Front and Center*, Erin D. Maughan PhD, MS, RN, PHNA-BC, FNASN, FAAN, Mayumi Willgerodt, PhD, MPH, RN, Mayumi Willgerodt, Associate Professor and Vice Chair for Education, Department of Family and Child Nursing, University of Washington, Seattle, WA. Search Google Scholar for this author First Published December 15, 2017 Research Article. <https://doi.org/10.1177/1942602X17744557>

University of Vermont- Medical Center, Patient and Family Advisors (2018)

<https://www.uvmhealth.org/medcenter/pages/patients-and-visitors/patients/patient-and-family-advisors.aspx>

U.S. Department of Education:

- Every Student Succeeds Act (ESSA)(Dec. 2015): <https://www2.ed.gov/policy/elsec/leg/essa/index.html>
- The Family and Community Engagement Team: <https://www.ed.gov/family-and-community-engagement/team> Retrieved 10/3/18.

Vermont Agency of Education: Resources for the Consolidated Federal Programs

<http://education.vermont.gov/student-support/federal-programs/consolidated-federal-programs>

- Title I Parent and Family Engagement Resources

Vermont Family Network: <http://www.vermontfamilynetwork.org/about/>

Vermont Family Network (VFN) empowers and supports all Vermont families of children with special needs so that all children reach their potential. Our vision is that all Vermont families help their children reach their potential. The values which guide us are: Family-Centered, Respect, Collaboration, Making a difference, and Accessibility.