Chapter 1: Coordinated School Health Program

- School Health Advisory Councils (SHAC)
- School Board
- School Administrator
- School Nurse
- School Health Assistant
- Licensed Practical Nurse
- <u>Teaching/Instructional Staff</u>
- Counseling Staff (Counselors, Social Workers, Psychologists)
- Food Services Personnel
- School-Based Health Centers
- <u>Licensure</u>
- Health Office Requirements
- School Nursing Staff Medical Oversight
- School Nurse Evaluation Tools
- Evaluation Tools for Non-Medical Supervisor Use
- Evaluation Tools for Medical Supervisor Use

<u>Chapter 2: New Mexico Statutes, Administrative Codes, Policies and Regulations Relating to School Health</u>

- <u>Licensure and Competencies for School Health Professionals</u>
- New Mexico Nurse Licensure
- Other Licensure Resources
- School Nurse Evaluation Tools
- School Health Program
- New Mexico School Health Program
- School Health Support Services
- Special Education
- Health Screening
- Specific School Health Issues Covered by NMAC
- Child Abuse and Neglect
- Historical NM Statutes, Annotated 1978
- The penalty for not reporting:
- Tier 3 Referral and the Multidisciplinary Evaluation Process
- Relevant Laws
- <u>Difference Between ADA, 504, and an IEP</u>
- Section 504 NM PED
- Example of a 504 Plan

• Example: A student has been diagnosed as having asthma. The disability limits the major life activity of breathing.

- Health Records Retention
- Confidentiality Written Consent/HIPPA/FERPA/Services for Minors
- Written Informed Consent
- FERPA and HIPAA
- Confidential Services for Minors
- Sexually Transmitted Disease
- <u>Pregnancy</u>
- Family Planning
- Emergency Conditions
- Consent for certain minors fourteen years or older (homeless youth or parent of a child).
- Consent for services; children under fourteen years of age.
- Consent for services; children fourteen years of age or older.
- Documentation
- Student Health Record
- Health Room Visit Documentation
- Consistency in Documentation
- Sign-in/Documentation Logs
- Adverse Event Reporting Documentation
- Protocol for Reporting an Adverse Event
- Adverse Events Reporting Form
- Notification Timeframe
 - Public Health Medical Oversight

Chapter 3: Guidelines for Screenings in Schools

- Standards for Vision Screening in New Mexico Schools
- Distance Visual Acuity Screening Procedures
- Results/Referral Criteria
- Recording Results
- Ocular Alignment Screening Process
- Results/Referral Criteria
- R eporting Results
- Color Vision Screening Process
- Results/Referral Criteria
- Reporting Results
- Near Vision Acuity Screening Process
- Results/Referral Criteria
- Vision-Related Definitions
- <u>Vision Screening Resources</u>

Recommended Hearing Screening Procedures

- Pure Tone Conduction
- Screening Method
- Recommended Rescreening and Referral Criteria
- Audiological Assessment
- Signs and Symptoms of Hearing Problems
- Classroom Considerations for the Hearing-Impaired Student
- Significance of Hearing Loss
- Unilateral Hearing Loss
- Hearing Aid Users
- Seating Considerations
- Speaker Awareness
- <u>Tips on Giving Directions</u>
- Special Considerations
- Hearing Screening Resources
- Required Student Dental Examination
- Height/Weight/BMI Screening Overview
- Scoliosis Screening Overview
- School Blood Pressure Screening Overview
- General Guidelines for Blood Pressure Measurement
- Overview of Special-Needs-Related Assessments
- Development of Comprehensive Health Assessment
- Initial Health History/Nurse Assessment Guidelines
- Nursing Assessment for Special Education Students
- Individual Educational Plans and Adding Services

Chapter 4: Guidelines for Students with Special Health Care Needs

- Students with Chronic Health Conditions
- Resources for Chronic Health Management in Schools
- Individualized Education Program (IEP)
- State Programs for Children with Special Health Care Needs
- Children's Medical Services (CMS)
- Services Provided by CMS
- CMS Eligibility Guidelines
- Medical Eligibility
- Financial Eligibility
- Safety Risks Associated with Special Needs
- Hygiene Program

Chronic Health Conditions and Syndromes

- Asthma
- Recommended Guidelines
- Atlantoaxial Subluxation
- Attention Deficit Hyperactivity Disorder
- Recommended Guidelines
- Resources
- Bronchopulmonary Dysplasia
- Recommended Guidelines
- Cerebral Palsy
- Recommended Guidelines
- Deaf and Hard of Hearing
- Recommended Guidelines
- Diabetes Mellitus
- Resources for Diabetes Training and Care Management
- Down Syndrome
- Duchenne's Musclar Dystrophy
- <u>Eating Disorders (Anorexia, Bulimia)</u>
- Heart Conditions
- Juvenile Rheumatoid Arthritis
- Kidneys or Urinary Tract Conditions
- Myelomeningocele (Spina Bifida)
- Seizures
- Generalized Tonic-Clonic (Grand Mal)
- Absence (Petit Mal)
- Simple Partial
- Complex Partial (Psychomotor or Temporal Lobe)
- Atonic (Drop Attacks)
- Myoclonic
- Status Epilepticus
- Anoxic Seizures
- General Guidelines for Seizures
- Guidelines for Anoxic Seizures or Status Epilepticus
- Resources for Training and Seizure Management in Schools
- Thyroid Disorders
- Hyperthyroidism
- <u>Hypothyroidism</u>
- <u>Traumatic Brain Injury</u>
- Resources for Training and Care Management of TBI in Schools
- Visual Impairment

Resources for Impaired Vision

Chapter 5: Developing and Using Individualized Health Care Plans

- Indications
- Guidelines
- Nursing Diagnosis
- Care/Educational Goals

Chapter 6: Medication Administration in the School Setting

- Definitions for Medication Administration
- Considerations for Medication Administration in the School Setting
- Recommendations for School Board Policies, Procedures, and Protocols
- Common Types of Medications in the School Setting
- <u>Emergency Medications in the School Setting</u>
- Self-Administration of Emergency Medications
- Emergency Medications in the Schools Act (Stock Emergency Medication Program)
- Naloxone (Narcan) in the Schools Program
- Emergency Diabetes Medication
- Self-Carrying and Self-Administration of Non-Emergency Medications
- Considerations for Over-the-Counter Medications
- Considerations for Psychotropic Medications
- Considerations for Complementary and Integrative Therapies (CAM)
- Medical Cannabis
- Considerations for Medication Administration in the School Setting
- Considerations for Use of New Mexico Department of Health Standing Orders
- Recommended Medication Administration Procedures
- Recommended Medication Error Reporting
- Recommended Medication Storage Procedures
- Recommendations for Field Trip Medications
- Medication Error/Incidence Report
- Medication Administration Record and Documentation
- Unclaimed and Unused Medication Disposal

Chapter 7: Procedures for Specialized Health Care Services

- Recommended Guidelines for Delegation of Specialized Health Services
- Toileting/Diapering for Students with Specialized Health Services
- <u>Diapering Procedure</u>
- Toileting Procedure
- Blood Glucose Monitoring

- Cardiopulmonary Resuscitation (CPR)
- Central Venous Line (CVL)
- Indications
- Procedure Principles for Dressing Change of CVL
- Possible Problems:
- <u>Equipment for emergencies</u>
- Foreign-Body Airway Obstruction
- Nebulizers and Inhalers
- Ostomy/Stomal Care
- Colostomy Maintenance
- <u>Ileostomy Maintenance</u>
- Urostomy Maintenance
- Oxygen Administration
- Oxygen Use Maintenance
- Other Potential Problems
- Peak Flow Meter Use
- Peak Flow Readings
- Postural Drainage
- Suctioning
- Tracheostomy Care
- Possible Problems Require Immediate Attention
- Other Potential Problems
- Procedure for Tracheostomy Suctioning
- Possible Problems During Suctioning
- Procedure for Cleaning Inner Cannula if Indicated
- Procedure for Changing a Traceal Tube
- Procedure to Change a Tracheostomy Tube in an Emergency
- Potential Problems
- Problems Requiring Immediate Attention
- Procedure for Tracheostomy Collar
- <u>Tube Feeding (Gastrostomy)</u>
- Feeding Difficulties and Precautions
- Possible Problems Requiring Immediate Attention
- Possible Problems that are Not Emergencies
- <u>Tube Feeding (Nasogastric)</u>
- Possible Problems Requiring Immediate Attention
- <u>Urinary Catherization</u>
- Procedure for Clean Intermittent Catherization Male:
- Procedure for Clean Intermittent Catherization Female:
- Procedure

- Possible Problems
- Ventilators/Mechanical Respiratory Support
- Ventilator Features
- Ventilator Parameters
- Procedure Principles
- Possible Problems
- Ventriculo-Peritoneal (V-P) Shunt

Chapter 8: New Mexico Emergency Guidelines for Schools

Chapter 9: Immunizations, Law, Authority, NMAC, and NMSIIS

- Immunization Requirements
- New Mexico Immunization Law
- Reporting in New Mexico Statewide Immunization Information System (NMSIIS)
- Public Health Authority for School Health Offices
- New Mexico Administrative Codes on Immunizations
- Immunization Exemption
- Who May Use the Exemption from Immunization Form?
- How to Complete the Exemption from Immunization Form
- Department of Health Exemption from Immunization Form Processing
- Immunization Assessment
- School and Community-Based Immunization Outreach Clinics
- Vaccine for Children Providers (VFC)
- Physician Coverage and Standing Orders
- Documentation
- Immunization Documentation
- New Mexico Statewide Immunization Information System
- Foreign Language Vaccine-Related Terms

Chapter 10: Communicable Disease Control

- Notifiable Conditions in New Mexico
- Reportable Communicable Disease Algorithm and NMDOH Contact List
- Procedures for Control of Communicable Diseases
- Classroom Cleanliness
- Classroom Cooking
- <u>Diapering</u>
- Handwashing
- Bloodborne Pathogens Exposure Risk
- <u>Toileting</u>
- Communicable Diseases Information Sheets

- Introduction
- Animal or Human Bite Infection
- Chicken Pox (Varicella)
- Conjuctivitis (Pink-Eye)
- <u>Covid-19</u>
- Cytomegalovirus (CMV)
- Diarrhea (Acute)
- Diarrhea (Bacterial)
- Fifth Disease (Erythema Infectiosum)
- Giardiasis, Cryptosporidiosis
- Haemophilus influenzae Invasive Disease
- Hand, Foot and Mouth Syndrome
- Hantavirus Pulmonary syndrome (HPS)
- Hepatitis A
- Hepatitis B and C (Acute)
- Herpes Simplex, Non-Genital Infections ("Cold Sores")
- <u>Impetigo</u>
- Influenza
- Meningitis (Bacterial)
- MRSA (Methicillin-Resistant Staphylococcus Aureus)
- Mononucleosis (Infectious Mononucleosis, Mono)
- Mumps
- Norovirus
- <u>Pediculosis (Head Lice)</u>
- <u>Plague</u>
- Rubella
- Rubeloa
- Scabies
- Streptococcal Infections (Strep Throat)/Scarlet Fever
- <u>Tetanus</u>
- <u>Tinea Capitis, Corporis, Cruris, and Pedis</u>
- Tuberculosis (TB)
- Tularemia
- Upper Respiratory Tract Infection, Acute Viral
- West Nile Disease
- Sexually Transmitted Diseases (STDs)
- Introduction
- School Nurse Education
- Chlamydia, Gonorrhea
- Herpes Simplex Genital Infection

HIV Infection/AIDS (Acquired Immunodeficiency Syndrome)

- Human Papillomavirus (Genital HPV)
- Trichomoniasis
- <u>Tuberculosis (TB) Screening Guidelines</u>

Chapter 11: Safety in Schools

- Whole School, Whole Community, Whole Child (WSCC) Model
- Best Practices
- Injury and Violence Prevention
- <u>Unintentional versus Intentional Injury</u>
- Interpersonal Violence
- Violence Prevention and Community Collaboration
- Types of Interpersonal Violence
- Child Abuse and Neglect
- Domestic Violence
- What Schools Can Do
- Youth Violence
- What Schools Can Do
- Teen Dating Violence
- What Schools Can Do
- Sexual Assault
- What Schools Can Do
- Sexual Harassment
- What Schools Can Do
- Unintentional Injuries
- Playground Safety
- What Schools Can Do
- Pedestrian Safety
- What Schools Can Do
- Bicycle Safety
- What Schools Can Do
- Fire and Burn Safety
- What Schools Can Do
- Motor Vehicle Safety
- What Schools Can Do
- Sports
- What Schools Can Do
- Safe School Environment
- Guidelines for Indoor Air Quality
- Guidelines for Mold Growth

- <u>Temperature Standards/Weather Safety</u>
- Indoor Standards
- Outdoor Standards
- Humidity Standards
- Outdoor Air Safety
- Air Quality Conditions
- Clean Air Zone/Bus Idling
- Pest Infestations
- Mice, Insects
- Birds Roosting Inside Building Structures
- Use of Pesticides
- Animals in School
- Risks and Hazards
- General Precautions
- Rabies Specific Precautions
- Hazardous Walking Conditions
- School Sanitation and Preventative Maintenance
- Disposable Gloves
- <u>Disposal of Medical Waste</u>
- School Hygiene/Infection Control
- Toilets and Lavatories
- Drinking Water Fountains
- Sewage Disposal
- Outdoor Safety
- Playgrounds
- Weather Safety (Wind Chill, Heat Exposures, Lightning)
- Sun Safety

Chapter 12: School Wellness Policy

- Federal Legislation
- New Mexico Administrative Code
- Policy Development Tools
- Policy Development Guidelines

Chapter 13: Oral Health

- What is Oral Health?
- Structures of the Mouth
- General Anatomy
- Teeth
- Primary Teeth

- Permanent Teeth
- Parts of the Teeth
- Tooth Shape
- Oral Disease
- Dental Plaque
- Saliva
- Tooth Decay/Cavities/Dental Caries
- Periodontal Disease/Gum Disease
- Malocclusion
- Oral Cancer
- Halitosis
- Oral Injuries
- Safety Rules
- Mouth Guards
- Dental First Aid
- Tobacco, E-Cigs, Meth, and Oral Piercings
- Tobacco Use and E-cigarettes use
- Meth Use
- Oral Piercings
- Best Practices to Prevent Oral Disease
- Oral Hygiene
- Brushing
- Fluoride Toothpaste
- Floss
- Dental Sealants
- Proper Nutrition and Fluoridated Water Consumption
- Regular Dental Visits
- School-Based Oral Health Problems
- Dental Emergency First Aid
- First Aid Supplies
- How to Brush
- How to Floss
- Summary Information for Dental Emergencies
- Specific Problems

Chapter 14: Mental Health

- School's Role
- Developmental Stages
- Birth to 2 Years of Age
- 2 to 3 Years of Age

- 4 to 6 Years of Age
- 7 to 12 Years of Age
- 13 to 18 Years of Age
- Prevention Activities
- Primary Prevention (Skill Building)
- Secondary Prevention (Resource Building)
- Tertiary Prevention (Linking to Appropriate Services)
- Common Mental Health Concerns
- Anxiety
- What is it?
- Why should we know about it?
- What does it look like?
- What schools can do
- <u>Depression</u>
- What is it?
- Why should we know about it?
- What does it look like?
- What schools can do
- Bipolar Disorder (Previously called manic-depressive illness)
- What is it?
- Why should we know about it?
- What does it look like?
- Manic Episode
- <u>Depressive Episode</u>
- What Schools Can Do
- <u>Disruptive Behavioral Disorders</u>
- What are they?
- Why should we know about them?
- What does it look like?
- What schools can do
- Conduct Disorder
- What is it?
- Why should we know about it?
- What does it look like?
- What schools can do
- <u>Eating Disorders</u>
- What are they?
- Why should we know about them?
- What do they look like?
- What schools can do

- Somatic Complaints
- What are they?
- Why should we know about them?
- What does it look like?
- What schools can do
- Post-Traumatic Stress Disorder (PTSD)
- What is it?
- Why should we know about it?
- What does it look like?
- What schools can do
- Trauma Informed Schools
- Suicidal Ideation
- Symptoms/Warning Signs for Suicide and Corresponding Actions
- Suicide Response Plan
- What Schools Can Do
- General Guidelines for Assessing Suicide Risk
- Suicide Crisis Response
- Best Practice/Recommended Intervention
- Safety Plan for Low and Moderate Risk Levels
- Safety Plan for High to Severe Risk Levels
- Documentation of Intervention Events
- Non-Suicidal Self-Injury (NSSI)
- What does it look like?
- Is It a Suicide Attempt?
- What schools can do
- Substance Use/Abuse
- What is it?
- Why should we know about it?
- What does it look like?
- What schools can do
- Divorce
- Signs of stress after a divorce
- What schools can do
- Grief and Loss
- What is it?
- Why should we know about it?
- What does it look like?
- Other Common Manifestations of Grief
- How schools can help
- Child Abuse and Neglect

- Indicators of Abuse and Neglect
- Physical Indicators
- Behavioral Indicators
- What schools can do
- Human and Sex Trafficking Awareness
- What schools can do
- Psychotropic Medication: Use with Children and Adolescents
- Social Contagion
- What schools can do

<u>Chapter 15: Standing Orders and Guidelines for the School Nurse to Treat and to Perform Laboratory Procedures</u>

- Guidelines for Standing Orders for the School Nurse
- Guidelines for the School Nurse to Administer Oxygen
- Guidelines for School Nurses
- Example Procedure for Oxygen Administration in Schools
- Guidelines for Pregnancy Testing by the School Nurse
- Guidelines for School Nurses

Chapter 16: New Mexico School Health Services Report

- General Information
- Contact Information
- Nursing Staff Data
- Assistive Personnel Data
- Students with Medical Diagnoses
- ADD/ADHD
- Allergic Disorders
- Asthma
- Cancer
- Cardiovascular
- Congenital/Genetic
- Dental/Oral
- Dermatologic
- Diabetes
- <u>Eating Disorders</u>
- Endocrine, other than diabetes
- ENT
- <u>Eye</u>
- Gastro-Intestinal

- Genito-Urinary
- Hematological
- Musculo-Skeletal
- Neurological
- <u>Psychiatric</u>
- Respiratory other than Asthma
- Other
- Students Requiring Medically Complex Procedures
- Students with Prescription Medications at School
- Student Deaths Occurring During the School Year
- Student Visits to Health Office
- Acute Illnesses
- Follow-up Care of Any Illness
- Injuries Occurring at School (Initial)
- Follow-up Care of Any Injury
- Care for Chronic Conditions
- Crisis Intervention and Mental Health
- Suspected Child Abuse/Neglect
- Reproductive Health Counseling
- General Health Counseling
- Immunization Administration
- Other (specify)
- Emergency Medication Administered
- Disposition of Students Visiting Health Office
- Student Screenings
- Miscellaneous School Nursing Functions
- Nursing Functions
- Staff Encounters

Chapter 17: Bloodborne Pathogens – Exposure and Control

- Federal Register
- New Mexico State Standards
- New Mexico Regulation on Bloodborne Pathogens
- Guidelines
- Needlestick Safety and Prevention Act
- Hepatitis B Vaccination and Post-Exposure Follow-Up
- General Policy
- Record Keeping
- Communication of Hazards to Employees: Labels and Signs
- Employee Information and Training

- Exposure Classifications
- Daily Risk of Exposure
- Occasional Risk of Exposure
- Students
- Bloodborne Pathogens Exposure Control
- I. Purpose and Policy
- II. Objectives
- III. Covered Diseases
- A. HBV (Hepatitis B Virus) Inflammation of the liver.
- B. HCV (Hepatitis C Virus) Virus infecting the liver.
- <u>C. HIV (Human Immunodeficiency Virus Attacks immune system causing AIDS (Acquired Immune Deficiency Syndrome).</u>
- <u>D. Pathogen Transmission.</u>
- IV. Definitions
- V. Exposure Determination Categories
- A. Job categories determined to be at greatest risk of occupational exposure:
- <u>B. Hepatitis B Vaccination should be offered to classified employees after they have received the required training and within ten working days of their initial assignment.</u>
- VI. Post-Exposure Plan
- VII. Methods of Compliance to OSHA Standards
- A. General
- B. Engineering and Work Practice Controls
- C. Personal Protective Equipment
- D. Housekeeping
- E. Handling Sharps
- <u>F. Regulated Waste</u>
- VII. Communication of Hazards to Employees
- A. Labels and Signs
- B. Employee Information and Training
- <u>C. Hepatitis B Vaccination</u>

Chapter 18: Delegation of Health Services

- Definitions
- Standards of Delegation Practice
- School Nurse's Responsibility for Quality Care
- The Five Rights of Delegation
- Tools for Delegation Decision Making
- Safe Care Provision at School

Chapter 19: Guidelines for Do Not Attempt to Resuscitate Order Policy for the School Setting

- State of New Mexico Policy for Advance Directives
- Sample Policy Guidelines for Do Not Resuscitate (DNAR) Orders
- Guidelines for Procedure for Implementing a DNAR Order
- Revocation of a DNAR Order
- Example Policy for DNAR Order
- Definition of DNAR Orders
- Accepting DNAR Orders
- Implementing DNAR Orders
- Example DNAR Procedure
- Procedures for Implementing a Do Not Resuscitate Order
- Revocation of a Do Not Resuscitate Order