

Tuesday, October 1, 2024
4:30-6:00 p.m. ET

Elevating Education Professions: Innovative Solutions to Recruitment



National Alliance of Specialized
Instructional Support Personnel



National Coalition on
**Personnel Shortages
in Special Education
and Related Services**

About NCPSSERS and NASISP

- **The National Alliance of Specialized Instructional Support Personnel (NASISP)** represents over a million Specialized Instructional Support Personnel (SISP) nationwide. NASISP seeks to empower their members and all SISP professionals by encouraging multidisciplinary collaboration and affirming their role in education's best practices and their involvement in school improvement efforts. More information is available on <https://nasisp.org/>
- **The National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)** is a national coalition comprised of 30 participating member organizations, dedicated to addressing the issue of shortages in special education and related services personnel in schools. NCPSSERS' mission is to develop and disseminate resources and strategies at the national, state, and local level to help identify and remedy personnel shortages and persistent vacancies in special education and specialized instructional support services to improve outcomes for all children and youth. More information is available on <https://specialedshortages.org/>

Learning Outcomes

By sharing success stories and engaging in discussion, this **free event** will provide college and university personnel, local school districts and state departments of education, and specialized instructional support personnel stakeholders with ideas to:

- maximize the college/university pipeline including a holistic admissions process
- facilitate partnerships between school districts and universities for supporting successful field placements (e.g., internship, externship)
- recruit and retain students from marginalized populations

Please add your questions in the Q&A section of the Zoom toolbar!

Agenda

- Future School Psychologists of Ohio Program
- Holistic Admissions Process and Using UDL for Teaching
- Meeting the Needs For Young Children in Hawai'i
- The School Nurse: Partner in School Health and Academic Success
- Panel Q&A



FSPO HIGH SCHOOL CLUB

BRIANNA DUDLEY, Ed.S, NCSP
SCHOOL PSYCHOLOGIST

OSPA EARLY CAREER COMMITTEE CO-CHAIR/FSPO FACILITATOR
COLUMBUS, OH

IMPORTANCE OF ADDRESSING SCHOOL PSYCHOLOGIST SHORTAGE

Shortage of school psychologists in the field since the 1970s/early 1980s.

(Castillo et al, 2014)

Diversity of students in schools does not match the demographics of practitioners.

(Schilling et al, 2021)

Many learn about school psychology by chance or through a personal connection to an educator.

(Hanes, 2022)

NASP recommends a school psychologist:student ratio of 1:500.

In 2021, the national average was 1:1127 (State Shortage Data Dashboard, 2021).

Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow-up study on predicted personnel shortages. *Psychology in the Schools*, 51, 832-849. <https://doi.org/10.1002/pits.21786>

Hanes, C. (2023). The future school psychologists of Ohio club: A mixed-method evaluation [Electronic thesis, University of Dayton]. *OhioLINK Electronic Theses and Dissertations Center*. http://rave.ohiolink.edu/etdc/view?acc_num=dayton1685439947419588

Schilling, E. J., Malone, C. M., Bocanegra, J. O., & Bennett, C. (2021). Recruitment and Retention of Racial and Ethnic Minoritized Students in School Psychology Graduate Programs [Technical assistance brief]. National Association of School Psychologists.

UNDERGRADUATE FSPO CLUB OUTCOMES

Over 200 students have been reached since 2022!
Meetings are recorded and accessible online.

Over
85%

of survey respondents could identify the steps to pursue a career in school psychology after attending FSPO meetings

Over
70%

of survey respondents expressed a “high interest” in the field after joining FSPO

75%

of survey respondents planned to apply for graduate school after attending FSPO meetings

Over
80%

of survey respondents said FSPO was “helpful” or “very helpful” in learning more about school psychology

UNDERGRADUATE FSPO CLUB OUTCOMES

OVERALL, PARTICIPANTS REPORTED FEELING MORE COMFORTABLE TO PURSUE THE FIELD AND MORE CONFIDENT IN THEIR INTEREST.

GRADUATE PROGRAMS REPORT THAT APPLICANTS WHO PARTICIPATED IN FSPO ARE STRONG CANDIDATES AND STAND OUT DURING INTERVIEWS.
(ACCEPTANCE RATES NOT YET AVAILABLE)

FEEDBACK FROM PARTICIPANTS:

- MORE INTERACTIVE MEETINGS
- CONDENSE THE INFORMATION
- MORE OPPORTUNITY FOR COMMUNITY BETWEEN PARTICIPANTS



HIGH SCHOOL FSPO ROLLOUT

1 Site Identification

NASP Exposure Project recommends outreach to high schoolers.

Pilot program to occur in partnership with Columbus high school (9/10).

In future, materials will be available as a blueprint for psychs to implement in their schools.

2 Alignment with Ohio SEL standards

At request of site, SEL standards will be incorporated into the club design.

4 Recruitment

Fliers posted with club information; teachers can recommend students to join based on identified interest.

3 Program Design

Undergraduate feedback used to create meeting agendas that are interactive and collaborative.

5 Meetings

5 semi-monthly meetings from October 2024 - January 2025

Based on school schedule and staffing/need for data for pilot program efficacy.

In future, meetings will likely occur monthly or based on individual school schedule.

HIGH SCHOOL FSPO PILOT PROGRAM 2024-2025

NASP Exposure Project:

Use available materials to
present to classrooms

Drive interest and recruit
participants for club



Session 1: Introduction

FSPO Goal: Introduce students to the field, set expectations for the group meetings, and give an overview of what to expect each week.

SEL Goal: Students will be able to identify what motivates them, and how their self-perception impacts the way they approach problem-solving.

Pre-survey to measure knowledge about field and current social-emotional skills.

Session 2: Strengths & Weaknesses

FSPO Goal: Introduce students to the process of identifying strengths and weaknesses and how we use this information to solve problems.

SEL Goal: Students will be able to identify their personal strengths and weaknesses. Students will understand how differences in strengths and weaknesses can impact group dynamics. Students will be able to identify how to address an area of identified need/weakness.

Identify group strengths/weaknesses and what that can tell us about working together.

HIGH SCHOOL FSPO PILOT PROGRAM 2024-2025

Session 3: Collaboration & Consultation

FSPO Goal: Introduce students to the ways that school psychologists collaborate with others to solve problems.

SEL Goal: Students will be able to work in a group to solve a problem.

Use of vignettes to identify problems and come up with potential solutions.

Session 4: Additional Sources of Data

FSPO Goal: Introduce students to the process of collecting additional data if initial data is not sufficient.

SEL Goal: Students will understand the importance of perseverance when faced with a problem. Students will understand how limited perspective/limited information can impact our decision-making process.

Observational data practice and self-reflection of problem-solving style.



HIGH SCHOOL FSPO PILOT PROGRAM 2024-2025

Session 5: Presenting to a Team

FSPO Goal: Introduce students to the process of delivering results to a diverse team of individuals.

SEL Goal: Students will understand how verbal and nonverbal communication skills impact our interactions with others.

Teams will determine how to best approach a given problem and present their solutions to the group. Post-survey for knowledge about school psychology and social-emotional skills.





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Holistic Review for Graduate Admissions + UDL for Inclusive Teaching

Dr. Danai Kasambira Fannin, North Carolina Central University
Dr. Kerry Callahan Mandulak, Pacific University
NCPSSERS and NASISP Town Hall → 10/1/2024

Introduction

Kerry Mandulak

Kerry Callahan Mandulak, PhD, CCC-SLP

Professor

School of Communication Sciences and
Disorders

College of Education

Pacific University

Forest Grove, OR



Danai Fannin

Danai Kasambira Fannin, PhD, CCC-SLP

Associate Professor

Department of Communication Sciences &
Disorders

College of Health and Sciences

North Carolina Central University

Durham, NC



“Faculty experience admissions work as *politically, cognitively, and procedurally difficult*, because it positions them between *impulses, principles, and pragmatism*.”



–Julie Posselt, *Inside Graduate Admissions*, Page 18

01

How do we get beyond
focusing on metrics?

02

What assumptions do we
make about who students are,
or what they need? Can we be
open to new assumptions?

03

What is merit? Diversity?
Equity? Inclusion?

04

What contributes to your
beliefs about those things?

REFLECTION QUESTIONS

We have good intentions



AAMC Holistic Review Definition (2020)

“A flexible, individualized way of assessing an applicant’s capabilities, by which *balanced consideration is given to experiences, attributes, and metrics*, AND when considered in combination, *how the individual might contribute value to the institution’s mission and goals.*”

Core Principles of Holistic Review (AAMC, 2020)



Criteria are broad based, linked to mission and goals, promote diversity and inclusion as essential to excellence



Experiences, attributes and metrics are applied equitably across applicant pool, grounded in data that predicts success



Individualized consideration about how applicant will contribute value to learning environment



Race, ethnicity and gender can be considered IF directly tied to mission / goals AND as one of a broad mix of factors (state laws)

Holistic Review : Adjacent Health Professions

Dental Ed

Multiple publications
Training Workshops
Online Resources

Nursing

Multiple publications
[Online Toolkit](#)
Training Resources for
Programs

Pharmacy

White paper sponsored
by national association

MYTHS about Holistic Review

Lowering Standards

Standards are intentionally chosen to be aligned with V / M / V and represent a wider lens for criteria for acceptance

“Diamonds in the Rough”


Process is applied equitably across all applicants

Individual vs cohort perspective

Increases in Numbers

Allows for a more diverse pool of applicants

Efficiency can be maintained



04. Universal Design for Learning



UDL Definition

Universal design for learning (UDL) is a teaching approach designed to accommodate the abilities and needs of all learners, through elimination of unneeded obstacles in the learning process (Rose et al., 2006)

01 Planning Instruction

02 Developing Policy & Practice

03 Selecting & Developing Learning Materials

04 Designing & Introducing Learning Activities

05 Assessing Learning



**Designing Instruction
with UDL** (Dolmage, 2015; [Dulek, 2023](#))

01 Beginning Instruction

02 Delivering Instruction

03 Providing Support for Learning

04 Conducting Office Hours & Learner Interactions



Delivering Instruction
with **UDL** (Dolmage, 2015; [Dulek](#)
[2023](#))

Conclusion



Holistic Review is a process and set of strategies



Once recruited and admitted, we cannot forget about retention of students



Holistic Review takes reflection on your program's mission, values, and the type of students you want to recruit



UDL is an effective way to better teach, support, and retain students who come with diversity of experiences and circumstances

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American Association of Medical Colleges (AAMC). (n.d.). Holistic Review.
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Council of Academic Programs in CSD (CAPCSD). (n.d.). Admissions Summit.
<https://www.capcsd.org/admissions-summit/>

Dolmage, J. (2015). Universal design: Places to start. *Disability Studies Quarterly*, 35(2).

Dulek, J. (2023, November). [Universal Design for Learning. Presentation at Pacific University University Council Meeting.](#)

Rose, D. H., Harbour, W. A., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their applications. *Journal of Postsecondary Education and Disability*, 19(2), 135-151.

THANKS!

Do you have any questions?

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Meeting the Early Intervention Needs of Young Children and Families in Hawai'i

Tricia Catalino, PT, DSc

Professor and Dean

Graduate College of Health Sciences

Hawai'i Pacific University

Honolulu, HI

Mary Jane Rapport, PT, DPT, PhD, FAPTA

Professor and Program Director

Doctor of Physical Therapy Program

Hawai'i Pacific University

Honolulu, HI



HPU Values

PONO

Meaning righteous, honest and moral, and an energy of necessity.

KULEANA

Meaning responsibility and rights, and concern for all interests, property, and people.

ALOHA

Meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.



Our DPT Program Model

Efficient

- 24-months to complete
- Cohort model with set schedule
- Eligible for licensure sooner
- Start career and earning a PT income

Hybrid

- Blended online and onsite classroom learning
- Synchronous and asynchronous material paired intentionally
- On-site lab immersions with highly trained faculty from the local and national PT community

DPT Program Mission

Hawai'i Pacific University's innovative Doctor of Physical Therapy program develops movement specialists who provide **evidence-informed**, **collaborative**, and **empathic** care. We are committed to building a professional `ohana of **diverse** and open-minded **leaders** who anticipate and respond to the needs of the global community.

A Five-Year Grant from the US Department of Education, Office of Special Education (OSEP) Award # H325M230026

\$1.1 Million – Funded in Oct 2023

Co-Project Directors:

Tricia Catalino, PT, DSc

Mary Jane Rapport, PT, DPT, PhD, FAPTA

Purpose of project

To enhance the capacity of the early intervention physical therapy workforce in Hawai'i by preparing Doctors of Physical Therapy to provide early intervention services to children with developmental delays and their families.

Project Objectives

1. Support HPU DPT student scholars to address the need for diverse and multilingual physical therapists.
2. Promote evidence-based interventions for children with disabilities, including children of color and those who are multilingual.

Eligibility Criteria (for Scholars)

- Current HPU DPT-Honolulu students.
- Interest in early intervention and commitment to service obligation.
- Good academic and professional standing.
- Willingness to take additional courses and complete clinical education in EI.

Scholars Receive

- Funding of tuition and fees over 6 months.
- Early intervention-focused courses.
- Mentored clinical education experiences.
- Hawaiian language course.
- Support to complete HI EI provider requirements.

Clinical Education

YEAR TWO	
Term 7	
Physical Therapy Practice I	8 credits
Terms 8-9	
Two Terms of Clinical Coursework	18 credits
Term 10	
Physical Therapy Practice II	8 credits
Professional Competency II	1 credit
Term 11	
Physical Therapy Practice III	16 credits
Capstone	2 credit

32- Weeks of full-time clinical education

8-Week Experience

8-Week Experience

16-Week Experience

Specialized Coursework

Two online graduate courses: DPT 8651 EI Practice I and DPT 8652 EI Practice II.

These courses are in addition to DPT program required courses and focus on early intervention.

Scholarship Funding



- Approx. \$30,000 for tuition and fees.



- Possible funding for travel and professional development.



- Disbursements begin in January each year for the final 2 semesters of their DPT degree program.



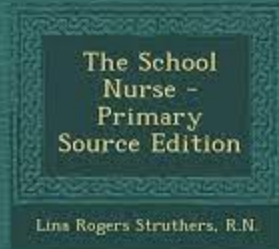
Mahalo!

The School Nurse: Partner in School Health & Academic Success

Robin Cogan, MEd, RN, NCSN, FNASN, FAAN



MISS LINA ROGERS
(Mrs. W. E. Struthers)
First School Nurse appointed
in America



WHERE SCHOOL NURSING BEGAN



(Filiaci, 2016; Rogers, 1908)



Snapshot of students TODAY



**> 40%
Chronic
condition**

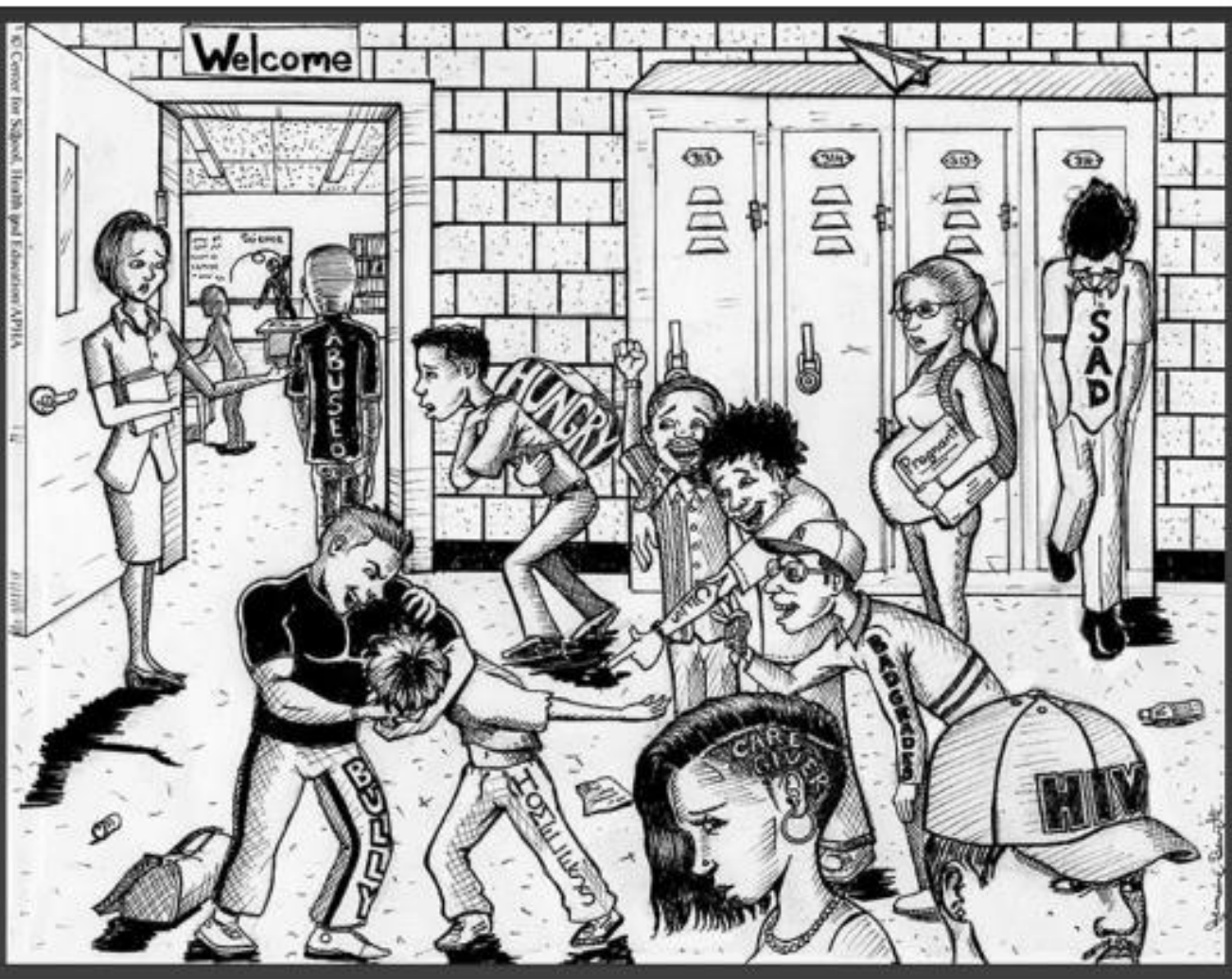
**31% teens
have at least
1 chronic
condition**

**Gun violence is
the #1 cause of
death of
children/teens**

**School nurses
spend @ ⅓ of their
work hours
addressing mental
health needs**

**Pre-COVID
@ 13–22%
mental health
challenge**

**Chronic conditions
include diabetes
(Type 1 & 2),
asthma, epilepsy,
food allergies,
sickle cell disease,
obesity, and cancer**



Public School Nurses in the U.S.



School nurses are licensed nurses who work in schools to promote individual and population-based student health, provide care coordination, advocate for quality student-centered care, and advance academic success. Students need to be healthy and safe to be ready to learn. School nurses are health services leaders who bridge health care and education, collaborating with health and education partners to create healthy communities.

Only 65.7%

of schools have access to a **full-time (>35 hours/week) school nurse** (RN/LPN/LVN)

7.6%

of schools have access to **LPN/LVN only**

6.3%

of schools **do not have access** to a nurse at all



Nursing licensure and credentials vary. The numbers on this infographic reflect all who self-reported as school nurses, including RNs and LPNs/LVNs. Only RNs are able to conduct nursing assessments, use nursing judgment in creation of nursing diagnoses, and develop or modify nursing plans of care. LPN/LVNs must be under the supervision of an RN and may contribute to nursing assessment and planning of care.

Rural disparities:

70.3%

of **urban schools** employ full-time school nurses.



56.2%

of **rural schools** employ full-time school nurses.

Regional differences:

Percentages include RN /LPN/LVN



Midwest

59.9% full time
32.5% part-time
7.5% none

Northeast

88.2% full time
11.0% part-time
0.8% none

South

78.9% full time
19.1% part-time
2.0% none

West

33.3% full time
51.0% part-time
15.7% none

School Nurse Workforce Characteristics & Compensation



Compensation

Pay disparities between RN and LPNs in the public school nurse workforce compared to the nursing workforce in general (reference 2020 Nursing workforce data), are significant.



Salary	RN	School Nurse RN	Salary	LPN/LVNs	School Nurse LPN/LVNs
\$100,000+	20.5%	2.9%	\$100,000+	4.6%	0%
\$80,000 - 99,999	19.1%	9.2%	\$80,000 - 99,999	4.3%	0%
\$60,000 - 79,999	29.9%	22.1%	\$60,000 - 79,999	15.7%	1.5%
\$40,000 - 59,999	19.2%	45.0%	\$40,000 - 59,999	40.9%	16.2%
<\$40,000	11.4%	17.3%	<\$40,000	34.5%	79.5%

Only 34.2% of RNs working in schools make >\$60,000/year, compared to **69.5%** of the RN workforce as a whole.

Only 1.5% of LPN/LVNs working in schools make >\$60,000/year, compared to **24.6%** of the LPN/LVN workforce as a whole.

Demographics

School nurses tend to be slightly older and less diverse than the nursing workforce as a whole.

68.5% of all school nurses are **>40 years old**.

98.2% of school nurses (RN/LPN/LVN) are **women**, compared to **92%** of all RNs/LPNs.

Black/African American

	School Nurse	Nursing as a Whole
RN	3.7%	6.7%
LPN	14.2%	17.2%

American Indian and Alaska Native

	School Nurse	Nursing as a Whole
RN	2.2%	0.5%
LPN	3.2%	0.8%

White

	School Nurse	Nursing as a Whole
RN	91.2%	80.6%
LPN	75.8%	69.5%

Asian

	School Nurse	Nursing as a Whole
RN	1.3%	7.2%
LPN	1.6%	5.0%

School Nursing Practice Framework™

Supporting Students to be Healthy, Safe and Ready to Learn



BETTER HEALTH. BETTER LEARNING.™

Standards of Practice

- Ensure practice consistent with the scope and standards of school nursing practice, health and education laws (consider the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1974, Nurse Practice Act, state laws regarding school nursing practice and delegation), federal/state/local policies and regulations, and NASN position statements and code of ethics.
- Employ clinical judgment and critical thinking outlined in nursing process and prioritization.
- Integrate evidence and best/promising practices (consider multi-tiered systems of support, clinical practice guidelines).
- Safeguard privacy of students and data (consider Health Insurance Portability & Accountability Act, Family Educational Rights and Privacy Act).

Care Coordination

- Provide direct care for emergent, episodic, and chronic mental and physical health needs.
- Connect student and family to available resources.
- Collaborate with families, school community, mental health team (including school counselors, social workers, and psychologists), and medical home.
- Develop and implement plans of care.
- Foster developmentally appropriate independence and self-advocacy.
- Provide evidence-based health counseling.
- Facilitate continuity of care with family during transitions.

Leadership

- Direct health services in school, district, or state.
- Interpret school health information and educate students, families, school staff, and policymakers.
- Advocate for district or state policies, procedures, programs, and services that promote health, reduce risk, improve equitable access, and support culturally appropriate care.
- Engage in and influence decision-making within education and health systems.
- Participate in development and coordinate implementation of school emergency or disaster plans.
- Champion health and academic equity.
- Share expertise through mentorship/preceptorship.
- Practice and model self-care.

Quality Improvement

- Participate in data collection for local, state, and national standardized data sets and initiatives.
- Transform practice and make decisions using data, technology, and standardized documentation.
- Use data to identify individual and population level student needs, monitor student health and academic outcomes, and communicate outcomes.
- Engage in ongoing evaluation, performance appraisal, goal setting, and learning to professionalize practice.
- Identify questions in practice that may be resolved through research and evidence-based practice processes.

Community/Public Health

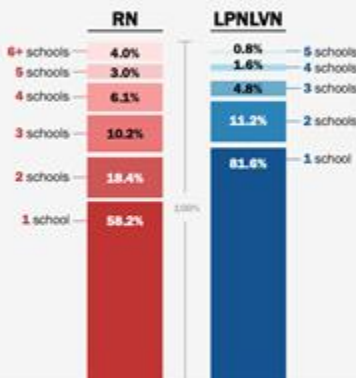
- Provide culturally sensitive, inclusive, holistic care.
- Conduct health screenings, surveillance, outreach, and immunization compliance activities.
- Collaborate with community partners to develop and implement plans that address the needs of school communities and diverse student populations.
- Teach health promotion, health literacy, and disease prevention.
- Provide health expertise in key roles in school, work, and community committees/councils/coalitions.
- Assess school and community for social and environmental determinants of health.



WD#4

School Nursing Practice

While NASN advocates for **at least one full-time school nurse (RN) in every school** to provide for the health and safety needs of students and staff, the reality is many school nurses are assigned to multiple schools and must rotate among them.



Nursing licensure and credentials vary. The numbers on this infographic reflect all who self-reported as school nurses, including RNs and LPNs/LVNs. Only RNs are able to conduct nursing assessments, use nursing judgment in creation of nursing diagnoses, and develop or modify nursing plans of care. LPN/LVNs must be under the supervision of an RN and may contribute to nursing assessment and planning of care.



Most challenging factors facing school nursing efficiency:

When given a list of common challenges, and asked to select the most challenging to their work, school nurses identified the following top three challenges:

- #1** Number of students with social/emotional/environmental issues (36.4%)
- #2** Number of schools I cover (18.9%)
- #3** Number of students in my school(s) (13.9%)

When asked to rate each challenge separately, regarding whether it was a challenge to efficiency, the percentage of school nurses who rated the challenge as a major or moderate challenge to efficiency is as follows.

Major/Moderate Challenge to Efficiency	RN	LPN/LVN
Number of schools assigned to	29.1%	10.8%
Number of students	38.7%	26.9%
Students with high medical acuity	33.4%	16.5%
Social/emotional/environmental issues	67.9%	43.7%
Medical acuity among students	32.3%	17.7%
Interactions with family	45.6%	33.3%
English language learners	26.9%	24.6%
Students eligible for free/reduced lunch	23.1%	13.7%

Continued on next page...

How School Nurses Spend Their Day

Below is a breakdown of how school nurses (RN) spend their time, including the top four activities in each area.



These results were obtained during a 2021 study. With a 36.8% survey response rate and variable response rate per survey question, 2,568 respondents reported to be a public school nurse. Of these respondents, 2,392 provided information regarding licensure, with 2,141 reporting as RN and 251 reporting as LPN/LVN.

A Seat At the Table

School nurses are the health experts within their school communities, bridging health and education. School nurses can bring their understanding of the impact of social determinants of health, mental and social well-being, behavioral health, quality improvement, community and public health etc. to school policy and programs, if they are invited to the table.

Here are the current school-level committees where school nurses (RN/LPN/LVN) are having an impact:

87.5%

IEP/504-School Representation

- School nurses must have the opportunity to attend any IEP or 504 meeting for students with known or potential health concerns. School nurses inform accommodations that affect or are affected by student health.



52.0%

Safety Committee

- School nurses play a critical role in school connectedness, which is a key factor in safe and supportive schools. As school nurses often provide care for injuries and accidents after they occur at school, school nurses can also provide insight into preventing future events.

51.0%

Attendance Committee

- School nurses play a critical role in identifying those factors that may contribute to chronic absenteeism and provide case management related to a student's health.



57.9%

School Health/Wellness Advisory-School Representation

- Each local education agency participating in the National School Lunch Program and/or School Breakfast Program must develop a wellness policy. The USDA Local Wellness Policy Final Rule requires schools to permit school health professionals (school nurses) to participate in the development, implementation, review, and updating of local wellness policies.



When at the table: Who's Listening?

School nurses bring the voice of health to an education setting. And often, they are the only health professional at the school. That can be lonely and challenging to navigate—as the connection between health and learning is not always well understood by non-nurses in the school. **Only 48.1%** of respondents felt they were understood and respected by their staff colleagues a majority of the time. **Only one out of four** reported satisfaction with parental support.



Continued on next page...



40.6%

Other Educational Support Committees

- School nurses are system-level thinkers. They have a specific scope of practice that includes collaborating with other student support specialists. Being a part of interdisciplinary committees such as mental health services teams allows school nurses to see school-wide challenges through a unique school health lens.

30.2%

Multi-Tiered System of Supports (MTSS)

- School nurses can use health office visit and condition data to identify students in need of targeted or individualized support. School nursing interventions can be an important support offered in MTSS in conjunction with academic support.

19.3%

Transportation

- Schools are required to transport students with health concerns, many with potentially life threatening conditions with emergencies that could arise during bus rides. School nurses can advise on safe transportation for all children, including those with specific health care needs.



9.3%

Technology Committee

- As a user of school technology, consider the needs of school nurses and their HIPAA/FERPA compliant documentation needs. The data gathered by school nurses using technology can be used for early identification of students with learning and health concerns and early intervention to prevent learning loss. School nurses are also important team members for assessing and addressing student technology use and cyberbullying.



12.9% Other



School Nursing Collaborative Care Models

Cluster Staffing Model Interprofessional Collaboration Care Coordination Framework
Flexible Staffing Technology-Enhanced Community Partnerships



School Nurses are Chief Wellness Officers



References

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Panel Q&A