

**YEAR LONG DATA COLLECTION**

**Student Demographics and Workforce Capacity**

| DATA POINT<br>(do not double count any person)   | DEFINITION AND INCLUSION/EXCLUSION CRITERIA   | DATAPPOINT |
|--|---|------------|
|  | <p><b>** This data can be collected/reported at the school, district, or state level, please tailor the definition to your identified population **</b></p> <p><i>RN=Registered Nurse</i></p> <p><i>LPN=License Practice Nurse</i></p> <p><i>LVN=Licensed Vocational Nurse</i></p> <p><i>UAP= Unlicensed Assistive Personnel (health aide, non-RN, non-LPN/LVN)</i></p> |            |
| 1. Number of enrolled students in school/district/state  | Use the <b>official</b> October count (many schools/districts/states submit this number to DOE). <b>This should be the number only from the schools reporting demographic and workforce data.</b>   |            |
| 2. Number of students who were <b>chronically absent</b> during the identified school year   | Number of students missing at least 10% or more of school year including excused and unexcused absences.  |            |
| 3. Percentage of students receiving free/reduced lunch   | Use the <b>official</b> count (many schools/districts/states submit this number to DOE).  |            |
| 4. Percentage of students whose primary language is <b>not</b> English   | Use the <b>official</b> count (many schools/districts/states submit this number to DOE).  |            |
| 5. For the health services staff serving your student population, please indicate the number who have each level of education (indicate the highest level of education for each team member) | <i>Doctorate in Nursing</i>   |            |
|  | <i>Doctorate in another field</i>   |            |
|  | <i>Master's in Nursing (MSN)</i>  |            |
|  | <i>Master's in Education (MEd)</i>  |            |
|  | <i>Master's in Public Health (MPH)</i>  |            |
|  | <i>Master's in another field</i>  |            |
|  | <i>Bachelor's in Nursing (BSN)</i>  |            |
|  | <i>Bachelor's in another field</i>  |            |
|  | <i>Associate's in Nursing (ADN)</i>   |            |
|  | <i>Associate's in another field</i>   |            |
|  | <i>Diploma in Nursing</i>   |            |
|  | <i>Technical program/certificate</i>  |            |
|  | <i>High School diploma/GED</i>  |            |
|  | <i>Other: please specify</i>  |            |

Data points and definitions (except for ME/CFS data) developed jointly with the National Association of State School Nurse Consultants as part of a joint initiative *Step up & Be Counted!*

# NATIONAL SCHOOL HEALTH DATA SET: EVERY STUDENT COUNTS! DEFINITIONS

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| 6. For school nurses serving your student population, please indicate the number who have each of the following credentials. | <i>National Certification as a School Nurse (NCSN)</i>   |  |
|  | <i>State-specific School Nurse credentials issued by state DOE</i>   |  |
|  | <i>State-specific School Nurse credentials issued by state DOH</i>   |  |
|  | <i>National Nurse Practitioner Certification</i>   |  |
|  | <i>Other (please specify)</i>  |  |
| 7. Which of the following statements <b>best</b> describes your model(s) of practice?  | <i>RN provides direct care to students on a daily basis (RN assigned to one building)</i>  |  |
|  | <i>RN + LPN/LVN or UAP team provides direct care to students on a daily basis (RN assigned to one building)</i>  |  |
|  | <i>RN provides direct care to students on a daily basis (RN assigned to more than one building with no LPN/LVN or UAP/Health Aide covering when the RN is not present)</i> |  |
|  | <i>RN + LPN/LVN (s) team provide direct care to students on a daily basis (RN assigned to more than one building)</i>  |  |
|  | <i>RN + UAP/Health Aide team assigned to the health office provide direct care to students on a daily basis (RN assigned to more than one building)</i>                    |  |
|  | <i>RN trains UAP/Health Aide (including secretaries) to perform routine procedures needed in the schools (RN assigned to more than one building)</i>                       |  |
|  | <i>RN + Advanced Practice/Nurse Practitioner team provides care to students on a daily basis</i>   |  |
|  | <i>Other (please specify)</i>  |  |

## School Health Staffing

| DATA POINT<br>(do not double count any person)<br><br><i>FTE**=Full-time Equivalent<br/>(based on teacher FTE)</i><br><br>**For further definitions and examples of<br>calculating FTE, please see the FTE<br>resources the end of this document | DEFINITION AND INCLUSION/EXCLUSION<br>CRITERIA<br><br><i>RN=Registered Nurse<br/>LPN=License Practice Nurse<br/>LVN=Licensed Vocational Nurse<br/>UAP= Unlicensed Assistive Personnel (health aide, non-RN, non-LPN/LVN)</i>   | DATAPPOINT |
|--|--|------------|
| 1. Total number of <b>RN FTEs</b> with an assigned caseload providing direct services  | <i>Direct services means responsible for the care of defined group of students in addressing their acute and chronic health conditions. It includes health screenings, health promotion and case management. Direct services also include care provided in a health care team including LPNs or aides.</i><br><br><b>Inclusion/Exclusion</b><br><i>-Include long term substitute (but not the substitute RN list for short term needs)<br/>-Exclude nurses working with medically fragile students (1:1, 1:2, 1:3, 1:4, 1:5)<br/>-Exclude % of administrative assignment</i> |            |
| 2. Total number of <b>LPN/LVN FTEs</b> providing direct services with a designated case load   | <i>See definition of direct services above.</i>  |            |
| 3. Total number of <b>UAP/Health Aide FTEs</b> with an assigned caseload providing direct health services (e.g., give medication, staff health office, perform specific health procedures)   | <i>See definition of direct services above.</i><br><i>This number should reflect only <u>those whose main assignment is health related</u>. Exclude secretaries, teachers or principals who only address health issues at times. You may include FTE of secretary or other aides IF it is included as a specific part of their responsibility (i.e. cover health office regularly).</i>  |            |
| 4. Total number of <b>supplemental/float RN FTEs</b>   | <i>Permanently hired/contracted RNs who provide supplemental/additional direct nursing services or specific procedures, e.g. child find/EPST. Do not include RNs with 1:1, 1:2, 1:3, 1:4, 1:5 assignments. This count is in addition to the RNs identified in #1 and #7.</i>   |            |
| 5. Total number of <b>supplemental/float LPN/LVN FTEs</b>  | <i>Permanently hired/contracted LPNs/LVNs who provide supplemental/additional direct nursing services or specific procedures. Do not include LPNs/LVNs with 1:1, 1:2, 1:3, 1:4, 1:5 assignments. This count is in addition to the LPNs/LVNs identified in #2 and #8.</i>   |            |

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| 6. Total number of <b>supplemental/float UAP FTEs</b>  | <i>Permanently hired/contracted UAP (non-RN, non-LPN/LVNs) FTE who provide supplemental/additional direct nursing services or specific procedures. Do not include those with 1:1, 1:2, 1:3, 1:4, 1:5 assignments. This count is in addition to the health aides identified in #3 and #9.</i> |  |
| 7. Total number of <b>RNs with special assignment FTEs</b>   | <i>Include RNs working with a limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1:3, 1:4, 1:5).</i>   |  |
| 8. Total number of <b>LPN/ LVNs with special assignment FTEs</b>   | <i>Include LPNs/LVNs working with a limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1:3, 1:4, 1:5).</i>   |  |
| 9. Total number of <b>UAP/Health Aide with special assignment FTEs</b>   | <i>Include UAP (non-RN, non-LPN/LVNs) working with a limited caseload providing direct services such as medically fragile students (1:1, 1:2, 1:3, 1:4, 1:5).</i>  |  |
| 10. Total number of <b>RN FTEs</b> providing administrative or supervisory school health services              | <i>RNs providing management/clinical supervision to RNs, LPNs/LVNs, or other health extenders, or conducting other administrative health services, e.g. case management.</i>   |  |
| 11. Total number of <b>LPN/ LVN FTEs</b> providing administrative or supervisory school health services        | <i>LPNs/LVNs providing management/clinical supervision to LPNs/LVNs, or other health extenders, or conducting other administrative health services.</i>  |  |
| 12. Total number of <b>UAP/Health Aide FTEs</b> providing administrative or supervisory school health services | <i>UAPs providing management/clinical supervision to RN, LPNs/LVNs, or other health extenders, or conducting other administrative health services.</i>   |  |
| 13. Total number of <b>UAP/Health Aide FTEs</b> providing administrative support services to RNs or LPNs/LVNs  | <i>UAP providing administrative support services to RNs or LPNs/LVNs, e.g. clerical assistance.</i>  |  |

## Chronic Conditions

| DATA POINT DEFINITION  | DEFINITION AND CLARIFICATION   | DATA POINT     |                                   |
|--|--|----------------|-----------------------------------|
| 1. Number of students enrolled in assigned school/district   | <i>Use official October count (many states submit this number to DOE Department of Education). This should be the number only from the schools reporting chronic conditions.</i> |                |                                   |
| 2. Number of students who were <b>chronically absent</b> during the identified school year   | <i>Number of students missing at least 10% or more of school year including excused and unexcused absences.</i>  |                |                                   |
| <b>Note: For # 3-8, also track how many of these students were chronically absent by diagnosis</b>                                       |  | <b>Total #</b> | <b># Chronically absent by dx</b> |
| 3. Number of students with a diagnosis of <b>asthma</b> from a health care provider  | <i>Include only those with a diagnosis of <b>asthma</b> from a health care provider.</i>   |                |                                   |
| 4. Number of students with a diagnosis of <b>Type 1 Diabetes</b> from a health care provider   | <i>Include only those with a diagnosis of <b>Type 1 Diabetes</b> from a health care provider.</i>  |                |                                   |
| 5. Number of students with a diagnosis of <b>Type 2 Diabetes</b> from a health care provider   | <i>Include only those with a diagnosis of <b>Type 2 Diabetes</b> from a health care provider.</i>  |                |                                   |
| 6. Number of students with a diagnosis of <b>a seizure disorder</b> from a health care provider  | <i>Include only those with a diagnosis of <b>seizure disorder</b> from a health care provider.</i>   |                |                                   |
| 7. Number of students with a diagnosis of <b>life-threatening allergy</b> from a health care provider                                    | <i>Include only those with a diagnosis of a <b>life-threatening allergy</b> from a health care provider.</i>   |                |                                   |
| 8. Number of students with a diagnosis of <b>myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS)</b> from a health care provider | <i>Include only those with a diagnosis of a <b>myalgic encephalomyelitis/chronic fatigue syndrome (ME/CFS)</b> from a health care provider.</i>                                  |                |                                   |

## Health Office Visits-Disposition

| DATA POINT  | DEFINITION AND CLARIFICATION<br><i>All students seen should have a disposition. These should reflect the totals for the school/district.</i>  | DATA POINT |
|---|---|------------|
| 1. Number of students enrolled in assigned school/district  | <i>Use official October count (many states submit this number to DOE Department of Education). <b>This should be the number from schools reporting health office visit-disposition data.</b></i>        |            |
| 2. Number of student encounters/health office visits to <b>RN</b> resulting in the student returning to class or staying in school during the identified school year            | <i>Include only students who are seen (face to face) by RN (not other health office staff)</i>  |            |
| 3. Number of student encounters/health office visits to the <b>RN</b> resulting in 911 being called or regionally appropriate equivalent during the identified school year      | <i>Include only students who are seen (face to face) by RN (not other health office staff)</i>  |            |
| 4. Number of student encounters/health office visits to the <b>RN</b> resulting in the student being sent home during the identified school year                                | <i>Include only students who are seen (face to face) by RN (not other health office staff). Includes students sent home with the recommendation/directive to see a health care provider.</i>            |            |
| 5. Number of student encounters/health office visits to <b>LPN/LVN</b> resulting in the student returning to class or staying in school during the identified school year       | <i>Include only students who are seen (face to face) by LPN/LVN (not RN or other health office staff)</i>   |            |
| 6. Number of student encounters/health office visits to the <b>LPN/LVN</b> resulting in 911 being called or regionally appropriate equivalent during the identified school year | <i>Include only students who are seen (face to face) by LPN/LVN (not RN or other health office staff)</i>   |            |
| 7. Number of student encounters/health office visits to the <b>LPN/LVN</b> resulting in the student being sent home during the identified school year                           | <i>Include only students who are seen (face to face) by LPN/LVN (not RN or other health office staff). Includes students sent home with the recommendation/directive to see a health care provider.</i> |            |

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|---|--|--|
| 8. Number of student encounters/health office visits to <b>UAP/Health Aide</b> resulting in the student returning to class or staying in school during the identified school year       | <i>Include only students who are seen (face to face) by other health/UAP staff (non- RN, non-LPN/LVN). You may include secretary or others IF it is included as a specific part of their responsibility.</i>   |  |
| 9. Number of student encounters/health office visits to the <b>UAP/Health Aide</b> resulting in 911 being called or regionally appropriate equivalent during the identified school year | <i>Include only students who are seen (face to face) by health/UAP staff (non-RN, non- LPN/LVN). You may include secretaries or others IF it is included as a specific part of their responsibility.</i>   |  |
| 10. Number of student encounters/health office visits to the <b>UAP/Health Aide</b> (resulting in the student being sent home during the identified school year                         | <i>Include only students who are seen (face to face) by health/UAP staff (non-RN, non-LPN/LVN). You may include secretaries or others IF it is included as a specific part of their responsibility. Includes students sent home with the recommendation/directive to see a health care provider.</i> |  |



**Calculating Full Time Equivalent (FTE)**

There are many ways to calculate FTE. It may be easiest to calculate FTE using days or hours. Reference the scenarios below to help you determine how to calculate FTE for your work situation.

**Scenario 1: One school nurse providing care in multiple school buildings within one district**

Sally is the school nurse for Apple Academy, Silver Secondary School, and Tiger Tech. All schools are within Dodge District. She spends 2 workdays per week at Apple Academy, 2 workdays per week at Silver Secondary School, and 1 workday per week at Tiger Tech.

*FTE per school calculation: Apple Academy*

$$\frac{2 \text{ days/week}}{5 \text{ days (in a week)}} = 0.4 \text{ FTE}$$

*FTE per school calculation: Silver Secondary School*

$$\frac{2 \text{ days/week}}{5 \text{ days (in a week)}} = 0.4 \text{ FTE}$$

*FTE per school calculation: Tiger Tech*

$$\frac{1 \text{ day/week}}{5 \text{ days (in a week)}} = 0.2 \text{ FTE}$$

*FTE calculation for district: Dodge District*

$$\frac{5 \text{ days/week}}{5 \text{ days (in a week)}} = 1.0 \text{ FTE for Sally}$$

**OR**

$$0.4 \text{ (Apple)} + 0.4 \text{ (Silver)} + 0.2 \text{ (Tiger)} = 1.0 \text{ FTE for Sally}$$

**Scenario 2: Two school nurses both work part time for one school building**

To ensure a school nurse is at Aardvark Academy all day every day (with a bit of extra help during the busy lunch time), Addy works 8:00-12:00 (4 hours) and Bailey work 11:00-3 (4 hours) each day. A full day of work for people on the same contractual level as Addy and Bailey is 35 hours per week.

*FTE for Addy*

$$\begin{aligned} 4 \text{ hours/day} \times 5 \text{ days/week} &= 20 \text{ hours/week} \\ \frac{20 \text{ hours/week}}{35 \text{ hours (in a week)}} &= 0.57 \text{ FTE for Addy} \end{aligned}$$

*FTE for Bailey*

$$\begin{aligned} 4 \text{ hours/day} \times 5 \text{ days/week} &= 20 \text{ hours/week} \\ \frac{20 \text{ hours/week}}{35 \text{ hours (in a week)}} &= 0.57 \text{ FTE for Bailey} \end{aligned}$$

*FTE for Aardvark Academy*

$$0.57 \text{ FTE for Addy} + 0.57 \text{ FTE for Bailey} = 1.14 \text{ FTE}$$



**Scenario 3: One school nurse is split between direct care and administrative responsibilities**

Claire spends a portion of her time (on average 5 hours per day) providing direct care to students at Sunnyside School and a portion of her time (on average 2 hours per day) serving as Coordinator of Health Services/Nursing Supervisor for the district. A full-time school nurse in this district would work 32.5 hours/week.

*FTE for school nurse duties at Sunnyside School*

5 hours/day x 5 days/week = 25 hours/week

$\frac{25 \text{ hours/week}}{32.5 \text{ hours (in a week)}} = 0.77$  FTE for school nursing at Sunnyside School

FTE for Coordinator/Nursing Supervisor role for district

2 hours/day x 5 days/week = 10 hours/week

$\frac{10 \text{ hours/week}}{32.5 \text{ hours (in a week)}} = 0.31$  FTE for Coordinator/Nursing Supervisor role for district

\*Notice  $0.77 + 0.31$  adds up to more than 1.0 because Clair is working 7 hours per day when a full-time school nurse would be working 6.5 hours per day.