

SCHOOL NURSES

- Whereas, There are nearly 20% of students with chronic health conditions which require skilled medical supervision;¹ and
- Whereas, Professional registered school nurses (hereinafter called the school nurse) are often the only healthcare professional seen by many students with social inequality;² and
- Whereas, School nurses provide federally required services (Section 504 and Individuals with Disabilities Education Improvement Act ⁴), including medical advisory services, participating as an important member of the Section 504/IEP teams, and educating staff to students' individualized needs;³ and
- Whereas, School nurses save money for parents, school districts, and communities (i.e. lost productivity costs for teachers, principals, and secretaries having to care for ill or injured students; lost time from work for parents not needing to come care of their student when ill or injured; and by lessening the school district's liability risks for medical emergencies at school);^{5,6} and
- Whereas, In the 2015-16 school year the ratio of nurse to student was 1 nurse to 4,543 students;⁷ and
- Whereas, School nurses return more ill or injured students to class than do lay staff (in 2017 school year the school nurse was able to alleviate the problem and return 88% of students to class, while lay staff returned only 77% back to class);⁸ and, therefore, be it
- Resolved, That Utah PTA and its constituent associations support legislative efforts to increase funding for school nurses in Utah; and be it further
- Resolved, The Utah PTA and its constituent associations support measures that will lower the ratio of the current student to nurse ratio; and be it further
- Resolved, That Utah PTA and its constituent associations will work with the Utah Department of Health, Utah State Board of Education, and the Utah School Nurse Association to encourage schools and school districts to ensure school nurses are available to every school to help keep students healthy, safe, and ready to learn.

Documentation:

¹Child and Adolescent Health Measurement Initiative. Data Resource Center for Child and Adolescent Health (2016). 2016 National Survey of Children's Health (NSCH) data query. Retrieved from www.childhealthdata.org. Retrieved from <http://childhealthdata.org/browse/survey/results?q=4562&r=1>

²Nikpour, J. & Hassmiller, S. (2017). A full-time nurse for every school: A call to action to make it happen. NASN School Nurse, September 2017, 290-293. Doi: 10.1177/1942602x17723920

³Rehabilitation Act (Section 504): 29. U.S.C, 794; 20 U.S.C. 1405; 34 C.F.R. Part 104

⁴Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. Sec. 1400 et seq.; 34 C.F.R. Parts 300 et seq.

⁵Wang, Li.Y., Vernon-Smiley, M., Gapinski, M.A., Desisto, M., Maughan, E., & Sheetz, A. (2014). Cost-benefit study of school nursing services. *JAMA Pediatrics*, 168(7), 642-648. doi:10.1001/jamapediatrics.2013.5441

⁶Lineberry, M.J., & Ickes, M.J. (2014). The role and impact of nurses in American elementary schools: A systematic review of the research. *The Journal of School Nursing*, 31(1). 22-33. doi: 103.1177/1059840514540940

⁷Utah Department of Health Report. Nursing Services in Public School, 2016-17.
http://choosehealth.utah.gov/documents/pdfs/school-nurses/2017_annual_report_final.pdf

⁸Hinkson, E. (2017). Nursing services in Utah public schools, 2017. Utah Department of Health, Salt Lake City, UT