

Title – Chronic and Emergent Care SOO Content Area – None Grade Level – 3-5 Students – All Students Interval of Service – One School Year		
Main Criteria	Element	Description
Essential Question: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	Objective Statement	Increase instructional time by decreasing preventable visits to the nurse’s office and by efficiently and effectively handling ongoing medical needs of students.
	Rationale	<p>Each day, students visit the nurse’s office for a variety of reasons. Some visits are scheduled, others are triage visits. By having clear procedures and tracking student data I can make the process more efficient and effective. I have identified two major areas that I believe will have the biggest impact: handling unscheduled trips to the nurse’s office (emergency and unexpected) and handling ongoing medical needs of students (dispensing medicine, etc.).</p> <p>Each day, 10-15 students seek unscheduled care at the nurse’s office for first aid and illness. Of those, at least five are preventable (students who are not visiting because they are ill or injured). For example, students often come to the office seeking hand sanitizer, tissues, or cough drops. These preventable visits mean students miss time in the classroom and take my time away from students who actually need my help.</p> <p>In addition to unscheduled visits, I have students with chronic health problems for whom I provide care and case management. These students visit me for things such as administration of medicine and nutritional needs. Some of these 4th and 5th grade students are ready to start managing some of their own medical care.</p>
Essential Question: Where are my students now with respect to the objective?		
	Baseline Data / Information	<p>When I reviewed the visit log from last school year, I noticed that on any given day at least five visits were preventable. This becomes approximately 25 preventable visits per week. I also noticed that some teachers send students more frequently to the nurse for preventable reasons than others.</p> <p>After reviewing my caseload of students with chronic health problems for this school year, I have identified 20 students. Of these 20, I have identified five that, while they have chronic health problems, I can reduce the number of visits to the nurse’s office. For example, one of these five students has asthma and always has an attack after recess. I know that working with him to identify triggers will decrease these attacks.</p>
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	<p>Preventable Visits My target is to reduce the weekly average of preventable visits to the nurse’s office by approximately 10 visits.</p> <p>Chronic Health Problems Of the 20 students with chronic health problems that I have identified, five of them should reduce their visits by 50%.</p>

	<p>Rationale for Target(s)</p>	<p>Preventable Visits I believe I can greatly reduce the preventable visits because I have identified several proactive strategies that will be implemented with the support of the principal and faculty. However, I do not expect to eliminate all preventable visits, as it is often difficult for teachers to distinguish between students who really do need to visit the nurse and those who do not. In such cases, I would always prefer for teachers to exercise caution and refer these students to the nurse. Based on this, I think a reduction of 10 visits is both rigorous and attainable.</p> <p>Chronic Health Problems After reviewing the records of the five students I have identified, I can greatly reduce their reliance on visiting the nurse's office. I have developed several strategies to help students start to manage their own health and I plan to include families in the plan.</p>
<p>Quality of Evidence</p>	<p>Evidence Source(s)</p>	<p>Preventable Visits I will record the number of preventable visits during one week in November, January, and March to monitor the impact of my strategies and determine if there are any important trends. To gather evidence for this SOO, I will record the average number of preventable visits during two weeks at the end of May and beginning of June.</p> <p>Chronic Health Problems I will keep a running log on each of the five students I have identified. Included in that log will be visits to the office, as well as the strategies used. I will include this as evidence for the SOO (with the students' identities redacted).</p>
	<p>Strategies</p>	<p>Preventable Visits At the beginning of the year, I spoke to all teachers at a faculty meeting and asked for their help in this effort. I gave them a reference guide for what to ask and look for when referring students to the nurse, and answered any questions they had about referrals to the nurse's office. I plan to check back in with them at the beginning of cold/flu season and at the beginning of allergy season.</p> <p>I have worked with my principal to ensure that tissues, hand sanitizer, and paper cups for water will be ordered regularly as part of our monthly purchasing and that teachers have access to these supplies to restock their classrooms.</p> <p>Chronic Health Problems At the beginning of the year, I met individually with each of the five identified students and a family member. We reviewed the files of visits from the previous year and developed plans together. I will monitor those plans and have a second meeting mid-year to check-in and modify as necessary. Students and families will be part of the process.</p>