

# TIERED TRAINING MODEL FOR TEACHERS AND SCHOOL PERSONNEL<sup>1</sup>

## Purpose:

Chronic health condition training for school personnel is essential to facilitate appropriate care for students with chronic health conditions. Knowledgeable and trained school personnel can help students with chronic health conditions to be healthy, safe, and ready to learn at school and school-sponsored events. All school personnel should receive the appropriate level of training suited to their responsibilities for students with chronic health conditions and according to district policies and state laws, rules and regulations.

## Instructions:

Training should be facilitated by the school nurse or another licensed healthcare professional that works with the school. There are three levels of training:

- **Tier 1:** basic information for **all** school personnel about the most common pediatric chronic health conditions, the signs and symptoms that could indicate the student is experiencing a health problem or medical emergency, and who to contact for help while appropriate basic or immediate care is provided.
- **Tier 2:** building on Tier 1, additional chronic health condition information that is student-specific for school personnel responsible for the student throughout the school day (e.g., teachers, lunch staff, coaches, bus drivers).
- **Tier 3:** building on Tiers 1 and 2, instruction on student-specific nursing care tasks for school personnel who will perform care tasks or assist the student. These designated school personnel will be chosen, trained, and supervised by the school nurse. Tier 3 training requires the expertise of a nurse or healthcare professional and must follow the appropriate steps of nursing delegation and other state laws regarding care of students in schools.

## Content for Tier 1 training would include:

- an overview of common pediatric chronic health conditions (if school data is available to indicate the types of chronic health conditions in a school, the overview could focus on these targeted chronic health conditions)
- how to recognize a potential health emergency
- who to contact to help with an emergency
- how to provide appropriate basic care while waiting for assistance

## Content for Tier 2 training would include:

- roles and responsibilities of the different school personnel who have responsibility for the student with a chronic health condition if a medical emergency occurs
- the student's Emergency Care Plan (ECP) and the student-specific actions to take in the event of a medical emergency
- how to activate emergency medical services and the school's medical emergency response team, often called a "MERT" (Medical Emergency Response Team)
- expanded overview of the student's chronic health condition, including common procedures and medical equipment
- tips and planning needed for the classroom and/or special school-sponsored events
- overview of the legal rights of students with chronic health conditions

### Content for Tier 3 training would include:\*

- student-specific training, using the student's equipment and supplies, for a specific nursing care task (refer to Fact Sheet for School Administrators, Families and School Personnel--Nursing Delegation Requires the School Nurse)
- an outlined sequence of steps to perform the identified care task, developed by the school nurse, and based on the student's healthcare provider medical orders
- demonstration by the designated school personnel of clear understanding of the care task
- demonstration by the designated school personnel of competence in performing the care task
- parameters on when to perform the care task, when not to do so, and when to contact the school nurse
- how to document the care task performed
- plan for ongoing supervision by the school nurse

\*The decision to conduct Tier 3 training is the sole responsibility of the school nurse. Tier 3 training is not appropriate for all students, all nursing tasks, or in all school nurse practice settings. Key factors guiding determination for Tier 3 training include state law, rules, and regulations; whether steps of "nursing delegation" are followed; safety issues; individual student healthcare needs; and the capacity and competence of the designed school personnel.<sup>2</sup>

### Documentation:

Develop a teaching plan for Tier 1 and 2 Trainings (i.e., learning outcomes, content outline, teaching method) with a timeline that aligns with the allotted time for staff development. Record date, time, names, and number of attendees.

Tier 3 Training requires the school nurse to provide one-on-one training for select unlicensed school staff (unlicensed assistive personnel—UAP) on both general health information and student-specific health information and care tasks based on the student's Individualized Healthcare Plan (IHP) and ECP. Required documentation includes<sup>2,3</sup>:

- training content provided to the UAP
- outlined skills checklist to guide the sequenced steps of the care task to be performed by the UAP
- UAP's performance and proficiency at performing the task
- outlined two-way communication plan including:
  - when and what the UAP should report to the nurse
  - how the UAP should respond to an emergency
  - how and what the UAP must document about care provided to the select student
- ongoing supervision of the UAP, in addition to evaluation of the student health outcomes
- circumstances when the UAP should no longer perform the nursing care task (e.g., student's health status becomes less stable, the task no longer has a predictable outcome, the UAP fails to demonstrate competence, the school nurse leaves her position)

### References:

<sup>1</sup>National Diabetes Education Program. (2016). Helping the student with diabetes succeed: A guide for school personnel. <https://www.diabetes.org/sites/default/files/2020-02/NDEP-School-Guide-Full-508.pdf>

<sup>2</sup>National Association of School Nurses. (2019). *Nursing delegation in the school setting* [Position Statement]. <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-delegation>

<sup>3</sup>Bobo, N. (2018). *Principles for Practice—Nursing delegation to unlicensed assistive personnel in the school setting*. National Association of School Nurses.