Student's Name:			School Year:
Development of Disease			_
How old was your student w	hen they were diagn	osed with Asthma	?
Symptoms (check each bo	x that describes you	ir student's sympt	toms)
🗆 Daytime Cough			
Wheezing			
Shortness of Breath			
Chest Tightness			
□ Mucous Production			
🗆 Nighttime Cough			
□ Nighttime Wheezing			
□ Interrupted Sleep Due to :	Symptoms		
□ Asking to Use Inhaler			
□ Other:			
Asthma Triggers (check ea	ch box that desribe	s your student's t	riggers)
Asthma Triggers (check ea □ Exercise	<u>ch box that desribe</u>	<u>s your student's t</u>	riggers)
Asthma Triggers (check ea □ Exercise □ Cold Air	ch box that desribe	<u>s your student's t</u>	riggers)
Exercise	<u>ch box that desribe</u>	<u>s your student's t</u>	riggers)
□ Exercise □ Cold Air	<u>ch box that desribe</u>	<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality 	<u>ch box that desribe</u>	<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander 		<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and 		<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods 		<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications 	ger, laughing)	<u>s your student's t</u>	t <mark>riggers)</mark>
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications Smoke, Chemicals, Strong 	ger, laughing) Odors		
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications 	ger, laughing) Odors		
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications Smoke, Chemicals, Strong 	ger, laughing) Odors		
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications Smoke, Chemicals, Strong Other:	ger, laughing) Odors	-	
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, ang Foods Medications Smoke, Chemicals, Strong Other:	ger, laughing) Odors , Ventolin HFA®, Pro	-	
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications Smoke, Chemicals, Strong Other:	ger, laughing) Odors , Ventolin HFA®, Pro enex®)	ventil)	
 Exercise Cold Air Respiratory Illness/Colds Pollen Poor Air Quality Animal Dander Emotions (fear, crying, and Foods Medications Smoke, Chemicals, Strong Other:	ger, laughing) Odors , Ventolin HFA®, Pro enex®) e, Dose, Frequency): _	ventil)	

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Medication at School

Will your student use their inhaler at school, including sports, clubs, field trips, etc.? (*If yes, contact school nurse to complete the required medication authorization form)

Management/Treatment

How frequently does your student use their inhaler?	
How many times in the last year has your student been treated for asthma in describe.	the doctor's office? Please
How many times in the last year has your student been to the Emergency Ro Please describe	om or hospitalized for asthma?
Check the box that best describes your student's asthma symptoms:	
□ staying the same □ getting worse □ getting better	
Student's Knowledge of Asthma Condition	
Does your student understand their asthma triggers? \Box No \Box Yes	;
Can your student reliably report when they are experiencing distressing asthr	ma symptoms? 🛛 No 🖾 Yes
Does your student know how to use their inhaler correctly? $\ \square$ No $\ \square$ Yes	5
Comments:	
Parent/Guardian Signature	Date
Reviewed by Registered Nurse	Date

*Prior to attendance at school, each child with a life-threatening health condition shall present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication and/or treatment order and a nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan shall be developed by the school nurse. Medication and treatment orders are required to be completed each school year. Students with a life-threatening health condition will be referred to the 504 Team for evaluation. (WAC 392-380-045, RCW 28A.210.320, SPS Superintendent Procedure 3413SP)