CARING FOR OHIO'S CHILDREN

2013

Resources, Forms, Guide.

This tool was developed by The Ohio Association of School Nurses (OASN) for the evaluation of the ODE Licensed School Nurse but may also be used for all RN's whose primary employment is as a Registered Nurse in a school setting. *Accomplished* status should be reserved for those RN's with ODE Licensure.

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School Nursing in the 21st Century

Summary
Twenty-first century educational rigors require that all students attend school ready to learn. A student's health status is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process. The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The school nurse not only provides for the safety and care of students and staff, but also addresses the need for integrating health solutions into the education setting. The number of students with chronic illness and/or special health care needs has increased dramatically over the past decade. Students are coming to school with increasingly complex medical problems, technically intricate medical equipment, and complicated treatments (Robert Wood Johnson Foundation, 2010). The number of children that have a chronic condition has increased significantly over the past four decades (Perrin, Bloom, Gortmaker, 2007). Complex physical disabilities, chronic and acute health conditions such as asthma, anaphylaxis, Type 1 Diabetes, epilepsy, obesity as well as mental health concerns impact the student's ability to attend school and ready to learn. Students who in past generations were not able to attend school due to chronic health conditions are now not only attending but achieving new educational benchmarks regardless of conditions that were considered health barriers in the past. Licensed School Nurses have a particular skill set that combines their knowledge of both health and education facilitating their ability to develop comprehensive school health services and programs that support the health needs of all students.

It is the position of the National Association of School Nurses (NASN) that the registered professional school nurse is the leader in the school community to oversee school health policies and programs that support student learning. The school nurse serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. Using clinical knowledge and judgment, the school nurse provides health care to students and staff, performs health screenings, and coordinates referrals to healthcare providers. The school nurse serves as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment (National Association of School Nurses / American Nurses Association [NASN / ANA], 2005).

Definition of School Nursing (NASN 2010)
"School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning"

Role of the School Nurse

School nursing has multiple components and the role of the school nurse is a broad one, dependent on many factors, including the school setting (rural, urban, suburban), health needs of the student population and the availability of specialized instructional student support services and programs.

* **School nurses facilitate normal development and positive student response to interventions.**
The school nurse serves as the health care expert in the school to meet student health needs with an understanding of normal growth and development in children and youth as well as students with special needs. The school nurse develops plans for student care based on the nursing process, which includes assessment, interventions, and identification of outcomes and evaluation of care (Wolfe, 2012).

* **School nurses provide leadership in promoting health and safety, including a healthy environment.**
The school nurse provides health-related education to students and staff in individual and group settings and provides consultation to other school professionals, including food service personnel, physical education teachers, coaches, and counselors. Responsibilities in the provision of a safe and healthy school environment include the school nurse's monitoring of immunizations, managing communicable diseases, assessing the school environment for safety hazards to prevent injury and spearheading infection control measures. The school nurse is also a leader in the development of school safety plans to address bullying, school violence, and the full range of emergencies that may occur at school (Wolfe, 2012).

***School nurses provide quality health care and intervene with actual and potential health problems.**
Health care for chronic and acute illness, as well as injuries in the school setting, is a major focus of the role of the school nurse. The school nurse is responsible for medication administration, health care procedures, and the development of health care plans. Students often have multiple needs that should be examined in order for the student to be able to be successful in the classroom, and school nurses often engage in health screenings that include vision, hearing, body mass index, mental health index or other screening procedures (often based on local and state regulations) to address those issues (Wolfe, 2012).

***School nurses use clinical judgment in providing case management services.**
The school nurse receives medical orders to guide the health care needed to assist each student to be safe and successful at school. As in other clinical settings, the nurse develops Individualized Healthcare Plans (IHPs) in nursing language to direct nursing care for students as well as Emergency Care Plans (ECPs) written in lay language to guide the response of unlicensed personnel in a health-related emergency. Both plans are tailored to the individual needs of a specific student to improve expected care outcomes. The nurse makes decisions related to the appropriate delegation of healthcare tasks as

directed by state laws and professional practice guidance (American Nurses Association [ANA]/National Council of State Boards of Nursing [NCSBN], 2006). As medical and information technology advance and change, it is imperative for the school nurse to pursue professional development so the school nurse is able to provide the best possible care for the student population (Wolfe, 2012).

***School nurses actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.**

Coordinating the linkage between the medical home, family and school is an important aspect of the role of the school nurse. The school nurse has health expertise that is essential to school educational teams, such as the Committee on Special Education, the Individualized Educational Plan (IEP) team and the Section 504 Team so that health-related barriers to learning can be reduced for each student. The school nurse can provide families with referral information along with available community resources to improve access to health care. The school nurse can also assist families in obtaining health insurance as needed and can represent the school on community coalitions to advocate for school-based health care (Wolfe,2012).

The school nurse may take on additional roles as needed to meet the needs of the school community and often has a multi-faceted role within the school setting, supporting the physical, mental, emotional, and social health of students and their success in the learning process. It is the breadth of nursing activities contained within the role of the school nurse and the unique non-medical setting that differentiates school nursing from other nursing specialties.

Registered Nurse and Registered Nurse with ODE Licensure "School Nurse"

Background:

Entry into nursing practice is similar to education in that there are many avenues for preparation and education. For example, there are 4 primary education systems that, once successfully completed, allow an individual to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). They are Diploma, Associate (AD), Baccalaureate (BSN) and Masters (MSN).

In Ohio, Licensed Professional School Nurses, are Registered Nurses (RNs) who have a minimum of a baccalaureate degree, and school nurse licensure from the Ohio Department of Education. Licensed School Nurses have completed required under graduate or graduate courses that meet the *Ohio Department of Education, School Nurse Professional Pupil Services Licensure Standards.* The three (3) Ohio Licensure Standards are: Competent Practice, Communication and Professional Behavior. These were derived from the NASN Standards included in this document. This additional education qualifies (only) these RN's to use the title "School Nurse". Many school nurses have master's degrees in nursing, education, health, or other related fields and often have a wide variety of nursing experiences. National Certification as a School Nurse (NCSN) represents a national standard of preparation, knowledge, and practice and is considered a mark of distinction for the Licensed School Nurse. This designation is obtained by examination through the National Board for Certification of School Nurses (NBCSN). The combination of ODE Licensure and

NCSN is considered the standard of excellence for school health services and the accomplished school nurse. (NBCSN, 2013).

Licensed school nurses enhance student learning by using knowledge and skills specifically tuned toward health and wellness in the school setting. An annual performance evaluation of school nurses is important and should be based on the most current edition of the *National Association of School Nurses: Scope and Standards of Practice.* This Ohio School Nurse Evaluation System (OSNES) was developed to address this specialized evaluation need, to promote fair and consistent evaluation of individual school nurses, and to avoid school nurses being evaluated according to criteria developed for teachers or other educational professionals. Critical competencies are based on best practice and evidenced-based research on school nursing effectiveness. ***The evaluation process is designed to help all school nurses become accomplished in all the major facets of school nursing practice. The expected outcome is that all school nurses will experience continuous growth that enhances their practice and enables them to build stronger school nursing programs and more effectively serve all students. (See Appendix A)***

Assumptions

In order for the school nurse to be effective, an individual must possess the appropriate personal and professional traits. For effective implementation of comprehensive school health services to occur certain conditions must exist and resources must be allocated.

Personal/Professional Traits
School nurses must be able to be effective in a variety of situations and must be able to adapt to an ever-changing environment. When school nurses possess the personal and professional traits described below, the delivering of effective health services is improved.

Personal Traits:
* Self Motivation
* Empathy
* Open-mindedness
* Positive Attitude
* Flexibility
* Adaptability
* Acceptance
* Respectful of others
* Visionary

Professional Traits:
* Effectively communicate
* Commitment to professional growth
* Leadership qualities
* Confidentiality
* Attitude of professionalism
* Advocacy Skills
* Organizational Skills
* Collaboration Skills
* Critical Thinker

Conditions Needed
A comprehensive school health services program is based on the following assumptions regarding conditions:

* The minimum level program meets the National Association of School Nurses: Scope and Standards of school nursing as outlined in this document and employs an RN.

* All students, parents, staff and other recipients of the comprehensive school health services program have equal access to the program regardless of gender, race, ethnicity, cultural background, socioeconomic status, learning and/or physical ability levels, or language.

* Parents will be full partners with school nurses and educators in the education of their children. Parent and family involvement in the healthcare of their child is essential to their intellectual growth and academic achievement.

* School nurses who are employed in a school setting that is characterized by adequate physical and attitudinal resources are able to make their unique contribution to student health and academic success. The conditions required for effective program implementation include: a school nurse in a positive work environment with favorable interpersonal relations among staff, administrative commitment to and support of school health services, and an adequate budget for health supplies, materials and programs.

* Administrative support is essential as school administrators make decisions and establish policies, guidelines and procedures that may affect school health services.

Resources Needed

The more resources a program has to support it, the bigger the contribution that can be made to the student's overall health, safety and academic success.

Staff:

* Staff responsibilities: When students with health conditions are presented, staff members will develop goals and objectives in collaboration with input by school nurses so students can reach their highest potential.
* School Nurse Qualifications: School nurses should be registered nurses (RNs) licensed by the Ohio Board of Nursing and fully licensed by the Ohio Department of Education as a Licensed School Nurse.
* Staffing Patterns: For appropriate implementation of a comprehensive school health services program, the role of each staff member and their organizational relationship must be clearly defined. Unlicensed Assistive Personnel and Licensed Practical Nurses require supervision by a Registered Nurse in compliance with Ohio Board of Nursing, Ohio Administrative Code, Ohio Revised Code. (ORC 4723-4)
* Professional relationships are characterized by respect, collaboration, and cooperation.
* Ratios: The student-to-nurse ratio has to be adequate to implement a quality health services program. With the onset of inclusion, every school should assess their own level of need, The National Association of School Nurses (NASN, 2011) offers the following guidelines:

1:750 WELL students
1:225 for populations with students that may require daily professional school nursing services or interventions such as Special Education inclusion.
1:125 in student populations with complex health care needs.
1:1 may be necessary for individual students with multiple disabilities.

Program and Staff Development:
Time and opportunity need to be provided for comprehensive school health programming and services to be developed, implemented and evaluated.

Budget:
An adequate school nursing services budget should be established to support program needs and goals. Budget sources should include:

* Individual School Building Budgets for first aid supplies and equipment.
* District Budgets: for items that can be used throughout the entire district for health education or health assessments.
* State and Federal appropriations: i.e. Medicaid billing, special education funds for nursing services.
* Grant opportunities

Facilities, Materials, Supplies and Equipment:
The facility, materials, supplies and equipment should be easily accessible to support student health needs and programs. Materials and supplies should be relevant to the comprehensive school health program, appropriate for the school community served, and of sufficient quality and quantity to insure safe delivery of health services. Ideally, the school nurse should have the following:

* A clinic with adequate space and first aid supplies and equipment including a computer connected to the school network to serve the numbers of students and staff in the building.
* Access to a private office space to provide students with privacy and confidentiality.
* A sink, toilet, cot, and locked cabinet for medications as well as a locked file cabinet for student medical records.

Conclusion

Programs that adhere to the aforementioned requirements will allow school nurses the ability to positively impact student health and academic achievement. An effective school health services program will allow for data collection regarding student health, healthy school environment and the impact of the program on student achievement. This data will support the continued need for effective school nurses and comprehensive school health services programming.

National Association of School Nurses: Scope and Standards of School Nursing

This section includes 21 standards statements that, by themselves, serve the nurse and schools as a framework for outlining an expansive scope of practice. Standards have a practical, not just formal value. Within school nursing, standards are professional expectations that guide the practice of school nursing. As such, they are valuable allies for the school nurse in developing position descriptions, crafting performance appraisal instruments, evaluating the quality of the school health program, communicating with non-nurse school administrators, and describing the role of the nurse in legal proceedings. Finally, and perhaps most important, standards reaffirm for the school nurse the essence of school nursing and the scope of school nursing practice (adapted from Proctor, in press).
Source: ANA and NASN - Standards for Practice of School Nursing (School Nursing: Scope and Standards of Practice, 2nd Edition, 2011)

Standard 1. Assessment

The school nurse collects comprehensive data pertinent to the healthcare consumer's health and/or the situation.
COMPETENCIES:
The school nurse:

- Collects comprehensive data including but not limited to physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age related, developmental, environmental, spiritual/transpersonal, and economic assessments in a systematic and ongoing process while honoring the uniqueness of the person.
- Elicits healthcare consumers' values, preferences, expressed needs, and knowledge of the healthcare situation.
- Involves the healthcare consumer, family, and other healthcare providers as appropriate, in holistic data collection.
- Identifies barriers (e.g., psychosocial, literacy, financial, cultural) to effective communication and makes appropriate adaptations.
- Recognizes impact of personal attitudes, values, and beliefs.
- Conducts family assessment to include family dynamics, structure, and function.
- Prioritizes data collection activities based on the healthcare consumer's immediate condition or on anticipated needs of the healthcare consumer or situation.
- Uses appropriate evidence-based assessment techniques and instruments and tools.
- Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances.
- Applies state federal legal requirements, ethical standards, and institutional privacy guidelines to the collection, maintenance, use, and dissemination of data and information.
- Recognizes the healthcare consumer as the authority on his/her own health by honoring consumer care preferences.
- Documents relevant data in a retrievable format.
- Uses diagnostic test findings to guide interventions relevant to the healthcare consumer's current status.
- Assesses the effect of interactions among individuals, family, community, and social systems on health and illness.

Standard 2. Diagnosis

The school nurse analyzes the assessment data to determine the diagnoses or issues.

COMPETENCIES:

The school nurse:

- Derives the diagnoses or issues through analysis of a broad range of assessment data, including data from the student, family, school staff, and healthcare providers.
- Validates the diagnoses or issues with the healthcare consumer, family, and other healthcare providers when possible and appropriate.
- Identifies actual or potential risks to the healthcare consumer's health and safety or barriers to health, which may include but are not limited to interpersonal, systemic, or environmental circumstances.
- Uses standardized classification systems and clinical decision support tools, when available, in naming diagnoses.
- Documents diagnoses or issues in a retrievable format that facilitates the determination of the expected outcomes and plan.
- Engages in the diagnostic process, including differential diagnosis and the integration and interpretation of various forms of data.
- Bases the analysis on current research and knowledge of clinical diagnoses and normal/abnormal parameters relevant to potential problem areas.
- Selects diagnoses relevant to the school population.
- Explains and interprets the diagnoses or issues to the student and family.

Standard 3. Outcomes Identification

The school nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

COMPETENCIES:

The school nurse:

- Involves the student, family, healthcare providers, and others in formulating expected outcomes when possible and appropriate.
- Derives culturally appropriate expected outcomes from the diagnoses.
- Considers associated risks, benefits, costs, current scientific evidence, expected trajectory of the condition, and clinical expertise when formulating expected outcomes.
- Defines expected outcomes in terms of the healthcare consumer, healthcare consumer culture, values and ethical considerations, environment, or situation.
- Includes a time estimate for the attainment of expected outcomes.
- Develops expected outcomes that facilitate continuity of care.
- Modifies expected outcomes based on changes in the status of the healthcare consumer or evaluation of the situation.
- Documents expected outcomes as measurable goals.
- Acts as a resource for the school community in the development of individual health and educational outcomes.
- Uses standardized language or recognizable terminology to document the outcome in a retrievable form.

- Identifies expected outcomes that incorporate scientific evidence and are achievable through implementation of evidence-based practices.
- Identifies expected outcomes that address cost-effectiveness and clinical effectiveness, healthcare consumer satisfaction, and continuity and consistency among providers.
- Differentiates outcomes that require care process interventions from those that require system-level interventions.

Standard 4. Planning

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

COMPETENCIES:

The school nurse:

- Develops an individualized plan in partnership with the student and others that considers the student's characteristics or situation, including but not limited to values, beliefs, spiritual and health practices, preferences, choices, developmental level, coping style, culture and environment, and available technology.
- Establishes the plan priorities with the family and others as appropriate.
- Includes in the plan strategies that address each of the identified diagnoses, including emergency care provisions. These strategies may include but are not limited to strategies for promotion and restoration of health; prevention of illness, injury, and disease; the alleviation of suffering; and provision of supportive care for those who are dying.
- Includes strategies for health and wholeness, including complementary and alternative therapies, across the life span.
- Provides for continuity within the plan.
- Incorporates an implementation pathway or timeline within the plan.
- Considers the economic impact of the plan on the healthcare consumer, family, caregivers, or other affected parties, as appropriate to the school setting.
- Integrates current scientific evidence, trends, and research.
- Uses the plan to provide direction to other members of the healthcare team.
- Explores practice settings and safe space and time for the nurse, student, and family to explore suggested, potential, and alternative options.
- Defines the plan to reflect current statutes, rules and regulations, and standards.
- Modifies the plan based on the ongoing assessment of the student's response and other outcome indicators.
- Documents the plan in a manner that uses standardized language or recognized terminology.
- Identifies assessment strategies, diagnostic strategies, and therapeutic interventions that reflect current evidence, including data, research, literature, and expert clinical knowledge.
- Selects or designs strategies to meet the multifaceted needs of students with complex healthcare needs.
- Identifies an evaluation strategy.
- Includes the synthesis of student and family values and beliefs regarding nursing and medical therapies in the plan.

Standard 5. Implementation

The school nurse implements the identified plan.

COMPETENCIES

The school nurse:

- Partners with the student, family, significant others, and caregivers as appropriate to implement the plan in a safe, realistic, and timely manner.
- Demonstrates caring behaviors toward healthcare consumers, significant others, and groups of people receiving care.
- Uses technology to measure, record, and retrieve healthcare consumer data; to implement the nursing process; and to enhance nursing practice.
- Uses evidence-based interventions and treatments specific to the diagnosis or problem.
- Provides holistic care that addresses the needs of diverse populations across the life span.
- Advocates for health care that is sensitive to the needs of healthcare consumers, with particular emphasis on the needs of diverse populations.
- Applies appropriate knowledge of major health problems and cultural diversity in the implementation of the plan of care.
- Applies available healthcare technologies to maximize access and optimal outcomes for healthcare consumers.
- Uses community resources and systems to implement the plan.
- Collaborates with healthcare providers from diverse backgrounds to implement and integrate the plan.
- Accommodates different styles of communication used by healthcare consumers, families, and healthcare providers.
- Integrates traditional and complementary healthcare practices as appropriate.
- Promotes the healthcare consumer's capacity for the optimal level of participation and problem-solving.
- Documents implementation and any modifications, including changes or omissions, of the identified plan in the appropriate health and educational records.
- Provides medically prescribed interventions, including medication administration and medical/nursing treatments, and standard care of ill and injured healthcare consumers in the school community.
- Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide, and child neglect or abuse.
- Participates, with healthcare consumer direction, in assessing and assuring responsible use of interventions to minimize unwarranted or unwanted treatment and healthcare consumer suffering.
- Coordinates delivery and provides for the continuity of supports and services as identified in the healthcare plan.
- Facilitates utilization of systems, organizations, and community resources to implement the plan.
- Supports collaboration with nursing and other colleagues to implement the plan.
- Incorporates new knowledge and strategies to initiate change in nursing care practices if desired outcomes are not achieved.
- Assumes responsibility for the safe and efficient implementation of the plan.
- Uses communication skills to promote healthy relationships between nurses and healthcare consumers, to provide a context for open discussion of healthcare consumer experiences, and to improve healthcare consumer outcomes.
- Facilitates use of systems, organizations, and community resources to implement the plan.

Standard 5A. Coordination of Care

The school nurse coordinates care delivery.

COMPETENCIES:

The school nurse:

- Organizes the components of the plan.
- Manages a healthcare consumer's care to maximize independence and quality of life.
- Assists the healthcare consumer in identifying options for alternative care.
- Communicates with the healthcare consumer, family, and system during transitions in care.
- Advocates for the delivery of dignified, culturally competent, developmentally appropriate, and humane care by the inter-professional team.
- Documents coordination of the care.
- Educates colleagues regarding implementation of the plan.
- Incorporates the individualized healthcare plan into the student's educational day and after-school activities.
- Coordinates creation and implementation of the individualized healthcare plan.

S*tandard 5B. Health Teaching and Health Promotion*

The school nurse employs strategies to promote health and a safe environment, especially regarding health education.

COMPETENCIES:

The school nurse:

- Provides health teaching that addresses such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care (as appropriate to developmental needs of the healthcare consumer).
- Uses health promotion and health teaching methods appropriate to the situation and the healthcare consumer's values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status.
- Seeks opportunities for feedback and evaluation of the effectiveness of the strategies used.
- Uses information technologies to communicate health promotion and disease prevention information to the healthcare consumer in a variety of settings.
- Provides healthcare consumers with information about intended effects and potential adverse effects of proposed interventions within the school setting.
- Participates in needs assessment for health education and health instruction for individuals and groups of healthcare consumers.
- Provides general health education to the student body at large through classroom instruction or expert consultation.
- Provides individual and group health teaching and health counseling for and with healthcare consumers.
- Promotes health, wellness, self-care, and safety through education of the school community regarding health issues.
- Designs health information materials and activities for healthcare consumer education appropriate to the consumer's developmental level, learning needs, readiness to learn, and cultural values and beliefs.
- Promotes health principles through the Coordinated School Health Program for all in the school community.
- Evaluates health information resources, such as those available on the Internet, within the area of practice for accuracy, readability, and comprehensibility to help healthcare consumers access quality health information.

- Engages consumer alliances and advocacy groups, as appropriate, in health teaching and health promotion activities.
- Provides anticipatory guidance to individuals, families, groups, and communities to promote health and prevent or reduce the risk of health problems.
- Serves as a primary resource to school staff (and others, as appropriate) regarding health education.

Standard 5C. Consultation

The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

COMPETENCIES

The school nurse:

* Seeks consultation with other health professionals.
- Documents consultation with other healthcare providers and other professionals to assure implementation of the plan.
- Synthesizes data according to evidence-based practice and theoretical frameworks when providing consultation.
- Independently communicates recommendations to and facilitates understanding by community-based providers and agencies.
- Facilitates the effectiveness of consultation by involving the healthcare consumers and stakeholders in decision-making and negotiating role responsibilities.
- Communicates consultation recommendations that influence the identified plan, facilitate understanding by stakeholders, enhance the work of others, and effect change.
- Acquires knowledge through participation in formal or informal consultation to address issues in nursing practice.

Standard 6. Evaluation

The school nurse evaluates progress toward attainment of outcomes.

COMPETENCIES

The school nurse:

- Conducts a systematic, ongoing, and criterion-based evaluation of the outcomes in relation to the structures and processes prescribed by the plan and the indicated timeline.
- Collaborates with the healthcare consumer and others involved in the care or situation in the evaluation process.
- Evaluates, in partnership with the healthcare consumer, the effectiveness of the planned strategies in relation to the healthcare consumer's responses and the attainment of the expected outcomes.
- Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation, as needed.
- Disseminates the results to the healthcare consumer, family, and others involved, in accordance with federal and state regulations.
- Participates in assessing and assuring the responsible and appropriate use of interventions to minimize unwarranted or unwanted treatment and healthcare consumer suffering.
- Documents the results of the evaluation.
- Adapts the plan for the trajectory of treatment based on evaluation of the response.
- Evaluates the accuracy of the diagnosis and effectiveness of the interventions, including complementary and alternative

therapies, and other variables in relation to the healthcare consumer's attainment of expected outcomes.

Standards of Professional Performance for School Nursing

Standard 7. Ethics

The school nurse practices ethically.

COMPETENCIES:

The school nurse:

- Uses *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2001); *Guide to the Code of Ethics for Nurses: Interpretation and Application* (Fowler, 2008); *Code of Ethics with Interpretive Statements for the School Nurse* (NASN 2010b); and other appropriate resources to guide practice.
- Protects the healthcare consumer's autonomy, dignity, rights, values, and beliefs when delivering care.
- Recognizes the centrality of healthcare consumers as core members of any healthcare team.
- Upholds healthcare consumer confidentiality within legal, regulatory, and ethical parameters of health and education.
- Assists healthcare consumers in self-determination and informed decision-making, as developmentally appropriate.
- Maintains a therapeutic and professional healthcare consumer–nurse relationship with appropriate professional role boundaries.
- Contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders.
- Takes appropriate action regarding instances of illegal, unethical, or inappropriate behavior that can endanger or jeopardize the best interests of the healthcare consumer or situation.
- Speaks up when appropriate to question healthcare practice when necessary for safety and quality improvement.

Standard 8. Education

The school nurse attains knowledge and competence that reflect current nursing practice.

COMPETENCIES:

The school nurse:

- Participates in ongoing educational activities related to professional issues.
- Demonstrates a commitment to life-long learning through self-reflection and inquiry to address learning and personal growth needs.
- Acquires knowledge and skills appropriate to the school nursing role; the population of school-age youth, their families, and the school community; and educational settings.
- Seeks formal and independent learning experiences to develop and maintain clinical and professional skills and knowledge.
- Identifies learning needs based on nursing knowledge, the role of the school nurse, and the changing needs of the population within the educational setting.
- Participates in formal and informal consultations to address issues in practice as an application of both an education and a

knowledge base.
- Shares educational findings, experiences, and ideas with peers.
- Contributes to a work environment conducive to the education of professionals.
- Maintains professional records that provide evidence of competency and life-long learning.
- Expands clinical knowledge, skills, abilities, and judgment to enhance role performance by incorporating current research.
- Maintains state and national certification and/or credentialing.

Standard 9. Evidence-Based Practice and Research

The school nurse integrates evidence and research findings into nursing practice.

COMPETENCIES

The school nurse:

- Uses current evidence-based nursing knowledge, including research findings, to guide practice.
- Incorporates evidence when initiating changes in school nursing practice.
- Participates, as appropriate to education level and position, in the development of evidence-based practice through research activities.
- Shares research findings with colleagues and peers.
- Identifies clinical problems specific to nursing and other research.
- Participates in data collection such as surveys, pilot projects, and formal studies.
- Engages in basic analysis and interpretation of research for application to practice.
- Contributes to the school nursing and school health literature.
- Assures the protection of rights of human subjects in research.
- Complies with school district policy regarding the conduct of research.
- Collaborates with researchers from outside the educational system.

Standard 10. Quality of Practice

The school nurse contributes to quality nursing practice.

COMPETENCIES

The school nurse:

- Demonstrates quality of practice by documenting the application of the nursing process in a responsible, accountable, and ethical manner.
- Uses creativity and innovation to enhance school nursing care.
- Participates in quality improvement activities. Such activities may include:
    * Identifying aspects of practice important for quality monitoring.
    * Using indicators developed to monitor quality and effectiveness of school nursing practice.
    * Collecting data to monitor quality and effectiveness of school nursing practice.
    * Analyzing quality data to identify opportunities for improving school nursing practice.

* Formulating recommendations to improve school nursing practice or outcomes.
* Implementing activities to enhance the quality of school nursing practice.
* Developing, implementing, and evaluating policies, procedures, and/or guidelines to improve the quality of school nursing practice.
* Participating on and/or leading inter-professional teams to evaluate clinical care or health services.
* Participating in and/or leading efforts to minimize costs and unnecessary duplication.
* Identifying problems that occur in day-to-day work routines to correct process inefficiencies.
* Analyzing factors related to quality, safety, and effectiveness.
* Analyzing organizational systems for barriers to quality healthcare consumer outcomes.
* Implementing processes to remove or decrease barriers within organizational systems.
* Using appropriate tools to monitor the quality and effectiveness of school nursing practice.

Standard 11. Communication

The school nurse communicates effectively in a variety of formats in all areas of nursing practice.

COMPETENCIES

The school nurse:

- Assesses communication format preferences of healthcare consumers.
- Assesses own communication skills in encounters with healthcare consumers.
- Seeks continuous improvement of own communication and conflict resolution skills.
- Conveys information to healthcare consumers in formats that promote understanding.
- Questions the rationale supporting care processes and decisions when they do not appear to be in the best interest of the healthcare consumer.
- Discloses observations or concerns related to hazards, errors in care, or the practice environment to the appropriate level of administration.
- Maintains communication with other providers to minimize risks associated with transfers and transition in care delivery.
- Contributes own professional perspective with the multidisciplinary team and others.
- Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.
- Uses communication as a strategy to achieve nursing goals.
- Uses effective verbal skills reflective of articulate speech and good listening ability.
- Writes clearly and concisely using correct grammar and spelling.
- Engages in formal health counseling techniques as an effective communication strategy.

Standard 12. Leadership

The school nurse demonstrates leadership in the professional practice setting and the profession.

COMPETENCIES

The school nurse:

- Oversees the nursing care given by others while retaining accountability for the quality of care given to the healthcare consumer.
- Incorporates the vision and goals of the school organization when planning care, and implementing and measuring progress of an individual student.
- Promotes a commitment to continuous life-long learning and education for self and others.
- Mentors colleagues for the advancement of nursing practice, the profession, and quality healthcare.
- Treats colleagues with respect, trust, and dignity.
- Uses optimal communication and conflict-resolution skills.
- Communicates effectively with the healthcare consumer and colleagues.
- Seeks ways to advance nursing autonomy and accountability of school nurses.
- Participates in efforts to influence school health, public health, and general healthcare policy.
- Participates in school nursing, school health, and other professional organizations.
- Serves in formal and informal leadership roles in professional organizations and committees at local, state, and national levels.
- Participates in committees, councils, or administrative teams in the school or other setting such as school health advisory councils and Section 504 teams.
- Develops a school health advisory committee if one does not exist.
- Shares educational findings, experiences, and ideas with peers to promote a current standard of practice.
- Develops or provides input into the budget for nursing and health services.
- Participates in the design of new nurses' offices, health rooms, or school clinics.
- Mentors colleagues in the acquisition of clinical knowledge, skills, abilities, and judgment.
- Provides peers with formal or informal constructive feedback regarding practice or role performance.
- Provides direction to enhance the effectiveness of the school multidisciplinary team.
- Models expert practice to school multidisciplinary team members and healthcare consumers.

Standard 13. Collaboration

The school nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.

COMPETENCIES

The school nurse:

- Partners with others to effect change and generate positive outcomes through the sharing of knowledge about the healthcare consumer and/or situation.
- Communicates with healthcare consumers and healthcare providers regarding healthcare consumer care and the school nurse's role in the provision of that care.
- Uses conflict management to facilitate engagement and consensus of strategic partners.
- Participates in building consensus or resolving conflict.

- Applies group process that includes negotiation techniques to maximize collaboration.
- Adheres to standards and applicable codes of conduct that govern behavior among peers and colleagues to create a work environment that promotes cooperation, respect, and trust.
- Cooperates in creating a documented plan focused on outcomes and decisions related to care and delivery of services that reflects communication with healthcare consumers and others.
- Engages in teamwork and team-building processes.
- Functions as a case manager in collaboration with the healthcare consumer and other professionals and agencies.
- Acts as an advocate for the healthcare consumer in multidisciplinary collaboration.
- Functions as a liaison between the family, school, and community.
- Identifies community agencies as possible collaborators or resources.
- Invites the contribution of the student, family, and team members to achieve optimal outcomes.
- Documents the outcomes and decisions of collaborative planning.

Standard 14. Professional Practice Evaluation

The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

COMPETENCIES

The school nurse:

- Provides age-appropriate and developmentally appropriate care in a culturally and ethnically sensitive manner.
- Engages in self-evaluation of practice on a regular basis, identifying areas of strength and areas in which professional development would be beneficial.
- Obtains informal feedback regarding his or her own practice from healthcare consumers, peers, professional colleagues, and others.
- Participates in peer review, as appropriate.
- Takes action to achieve goals identified during the evaluation process.
- Provides evidence for practice decisions and actions as part of the informal and formal evaluation processes.
- Interacts with peers and colleagues to enhance one's own professional nursing practice or role performance.
- Provides peers with formal or informal constructive feedback regarding their practice or role performance.
- Appraises use of developmentally appropriate, culturally and ethnically sensitive care in self-evaluation.
- Engages in a formal process seeking feedback regarding one's own practice from healthcare consumers, peers, professional colleagues, and others.
- Enhances one's own professional nursing practice or role performance by networking and interacting with peers and colleagues.
- Demonstrates achievement of goals identified during the evaluation process.
- Uses recognized and accepted tools in self-evaluation and peer evaluation.
- Takes corrective action to rectify a mistake and reduce future errors.

- Maintains professional responsibility, accountability, and behavior

Standard 15. Resource Utilization

The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

COMPETENCIES

The school nurse:

- Identifies appropriate resources for assessed healthcare consumer care needs and desired outcomes.
- Identifies healthcare consumer care needs, potential for harm, complexity of the task, and desired outcomes when considering resource allocation.
- Delegates elements of care to appropriate healthcare workers, or others, in accordance with any applicable legal or policy parameters or principles.
- Uses available evidence when evaluating resources.
- Advocates for resources, including technology, that enhance school nursing practice and healthcare delivery.
- Adapts resources, including technology, to modify practice in order to promote a positive interface between healthcare consumers and care providers.
- Assists the healthcare consumer in securing appropriate available services, addressing needs across the healthcare continuum such as State Child Health Insurance Programs.
- Assists healthcare consumers in becoming informed consumers about the options, costs, risks, and benefits of health promotion, health education, school health services, and individualized health interventions.
- Evaluates safety, effectiveness, availability, costs, and benefits of resources that would result in the same desired outcomes when choosing among practice options.
- Develops innovative solutions for healthcare consumer problems that address effective resource utilization and maintenance of quality care.
- Documents all aspects of resource utilization, including delegation and staff training.
- Identifies absent or deficient community resources that could enhance the provision of safe and effective healthcare.
- Uses organizational and community resources to formulate multidisciplinary plans of care.
- Develops innovative solutions and applies strategies to obtain appropriate resources for nursing initiatives.

Standard 16. Environmental Health

The school nurse practices in an environmentally safe and healthy manner.

COMPETENCIES

The school nurse:

- Attains and maintains current knowledge of environmental health concepts, such as implementation of environmental health strategies.
- Promotes a practice environment that reduces environmental health risks of healthcare consumers, including visitors.

- Facilitates the assessment of the practice environment for factors that negatively affect health in the school setting, including safe staffing ratios, food safety, sound, odor, chemicals, mold, noise, and light.
- Advocates for the judicious and appropriate use of products used in the school setting, such as cleaning agents, building materials, and pesticides.
- Assures communication regarding environmental health risks and exposure reduction strategies to student healthcare consumers, families, colleagues, and communities.
- Uses scientific evidence to determine whether a product or treatment is a potential environmental threat.
- Participates in strategies that promote emotionally and physically healthy communities.
- Initiates strategies that promote an emotionally healthy school culture.
- Creates partnerships that promote sustainable environmental health policies, including efforts to promote access to healthy foods and physical activity.
- Critically evaluates environmental health issues that are presented by the popular media.
- Advocates for implementation of environmental health principles in school nursing practice.

Standard 17. Program Management

The school nurse manages school health services.

COMPETENCIES

The school nurse:

- Manages school health services as appropriate to the nurse's education, experience, position, and practice environment.
- Conducts health needs assessments of the healthcare consumer to identify current health problems and identify the need for new programs.
- Implements needed health programs using a program planning process.
- Demonstrates knowledge of existing school health programs and current health trends that may affect healthcare consumer care; the sources of funds for each; and local, state, and federal laws governing each.
- Evaluates ongoing health programs for outcomes and quality of care.
- Communicates findings of evaluation of outcomes and care to administrators and the board of education.
- Supervises health assistants, aides, and unlicensed assistive personnel (UAPs), as appropriate and legal in the school setting, to include orientation, training, and documentation of competency.
- Interprets the role of the school nurse and school health service needs to the school and community.
- Participates in the development of an emergency plan that is communicated to the school community.
- Serves on school and district health and wellness committees.
- Acts as a resource for coordinated school health programs.
- Adopts available technology appropriate to the work setting.
- Apprizes administration and the superintendent or board of education about the status of the school health program.
- Identifies potential funding sources for nursing and health services.
- Leverages cooperation between schools and communities on public health issues.

Ohio School Nurse Evaluation Process

Figure 1.

The intended purpose of the Ohio School Nurse Evaluation System is to assess the school nurse's performance in relation to the National Association of School Nurses: Scope and Standards of School Nursing Practice and to design a plan for professional growth. The evaluator will conduct the evaluation process in which the school nurse is an active participant through the use of self-assessment, reflection, presentation of artifacts, and observations. Figure 1.

OASN School Nurse Evaluation System (OASN/SNES)

Illustrates the components of the evaluation process. The next page contains a detailed description of each component.

Component (Refer to previous page.)	**Description of Components**	**Timeline/Resources**
Program Planning	The school nurse sets program goals for the following school year, using collected data, school goals, and identified student needs and communicates those with administrators and stakeholders.	Spring, Summer, Early Fall
Self-Assessment	The school nurse will complete the self-assessment tool twice during the school year. Choosing 2 areas of focus based on the Standards (pg 10-22) this tool will be completed prior to the Pre-Observation Conference and again prior to the Summative Evaluation Conference.	Early Fall *and* prior to Summative Evaluation Conference *Self-Assessment Summary Tool (pg 36-40).*
Pre-Observation Conference	This conference serves as an opportunity for the school nurse to discuss with the evaluator what activities will be observed and provide rationale for the activities being delivered.	Fall *Pre-observation Guidelines (pg 41),Informal observation Guidelines (pg 42),Informal Observation Tool (pg 43), School Nurse Evaluation Rubric (pg 25-35).*
Observation	The school nurse will have at least 1 informal observation that is brief in nature and meant to be a snap-shot of regular activity and at least 1 formal observation that is scheduled with the evaluator. During the formal observation, the evaluator will gather evidence on the School Nurse Evaluation Rubric that supports the rating for each standard observed/evaluated.	Fall/ Winter *Formal Observation Guidelines (pg 44), Formal Observation Tool (pg 45),School Nurse Evaluation Rubric (pg 25-35).*
Post-Observation Conference	This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school nurse will also be given the opportunity to present evidence to support the rating given on each standard observed/evaluated.	Fall/ Winter *Post-Observation Guidelines (pg 46), School Nurse Evaluation Rubric (pg 25-35).*
Summative Evaluation Conference	After the completion of the informal and formal observation process, the school nurse will meet face-to-face with the evaluator to discuss the final Summative Evaluation of School Nurse Effectiveness. During this time, areas of reinforcement and refinement will be reviewed and a final summative rating assigned. The school nurse will leave this meeting with a copy of all forms completed in the evaluation process.	Spring *Summative Evaluation Guidelines (pg 47), School Nurse Evaluation Rubric (pg 25-35), Summative School Nurse Evaluation Tool (pg 48-50).*
Professional Growth/Improvement Plan	Based upon the areas of refinement discussed during the process, a Professional Growth Plan may be completed. If deemed necessary, based upon the final Summative Rating a Formal Improvement Plan	Spring *Growth/Improvement Plan Guidelines (pg 51),*

	(areas of refinement) may also be completed. Both of these documents are meant to focus the evaluation process for the following year.	*Growth/Improvement Plan Tool (pg 52).*

Ohio School Nurse Performance Evaluation Rubric

Standard 1: Assessment

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
*Completes a program of orientation to school district policies, procedures and systems for data collection and documentation. * Demonstrates ability to access and follow policies, procedures, protocols and supervisory direction to guide practice in data collection. * Collects, prioritizes, documents and evaluates basic student health information during routine student visits to the health office and in emergency situations, according to established policy, guidelines and protocols. * Collects basic student health information as it relates to state-mandated screenings and physical exam data as directed by the clinical supervisor. * Accesses consultation and supervision for setting priorities of data collection in more complex situations (for example: medically complex students; students not making educational progress; students with ongoing somatic complaints). * Learns to use an already-established data collection system in an organized manner.	* Initiates collection of data from students, parents, staff members and health care providers as guided by protocols and procedures. * With supervision, collects and analyzes focused and comprehensive data as indicated by student complaint, family concern/request or school team request. * Uses appropriate interview techniques with students, parents and staff members. * Drafts health history assessment summaries for individual students in collaboration with clinical supervision. * With direction, supervision and consultation collects, prioritizes, evaluates and documents data in more complex situations using prior and newly acquired knowledge and skills in accordance with established policies, guidelines and protocols.	* Independently collects, prioritizes, documents and evaluates individual and collective student health data guided by clinical judgment and current research information. * Synthesizes focused and comprehensive data according to student, program, school and community needs. * Uses a variety of modalities to collect and differentiate data, including observations, interviews, standardized assessment tools, outside sources and formal and informal settings with attention to cultural, environmental, educational and bio-psychosocial indicators. * Prioritizes data collection in routine and complex health and education situations based on prior experience and knowledge. * Uses policies and protocols to help set priorities. * Actively contributes to a data collection system that is organized, ongoing and flexible according to student needs. * Evaluates and revises the process as indicated. Retrieves individual and aggregate data to inform practice, policy, procedures and program development. * Identifies need for and drafts health history assessment summaries for individual students with clinical consultation.	* Empowers students to be partners in the data collection process by encouraging them to develop effective communication, self-advocacy and self-awareness skills. * Intuitively prioritizes data collection and synthesizes the data in all situations through a variety of modalities. * Develops, implements and evaluates a district-wide data collection process that is organized, systematic and ongoing. * Uses the system for research purposes to develop best practice guidelines for the subspecialty of school nursing; instructs others. * Designs, implements and evaluates data collection protocols for research initiatives in school health practice at the individual, group and community levels.

Standard 2: Diagnosis

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Assigns appropriate nursing diagnoses for individual students after analysis of assessment data during routine office visits and emergency situations. * Consults frequently with a supervisor and proficient school nurse colleagues regarding the choice of nursing diagnoses in the routine and competent care of students. * For individual students, documents nursing diagnoses according to district procedures in order to facilitate expected outcomes and a plan of care.	* Derives appropriate nursing diagnoses for individual students through analysis of a broad range of assessment data, including data from the student, family, school staff and health care providers.	* Derives a variety of nursing diagnoses for individual students through a holistic assessment of the students within the educational environment and the families. * Derives and validates appropriate nursing diagnoses for groups of students and for the school community.	* Conceptualizes and explores implementation of new nursing diagnoses relevant to the care of the students and community in the educational environment. * Proposes to accredited bodies, such as NANDA, new diagnoses relevant to the care of students and communities. * Uses trends in student diagnoses to guide district planning for future programs.

Standard 3: Outcomes Identification

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate. * Possesses beginning awareness of the educational implications of health concerns or problems.	* Identifies expected short-term student health and educational outcomes based on the nursing diagnoses * With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities. * Determines outcomes with consideration of resources that are needed and available. * Constructs and documents student health outcomes that are measurable and include a reasonable time frame.	* Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate. * Independently identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities. * Considers risks, costs, benefits and scientific evidence in the development of outcomes. * Constructs and documents student health and educational outcomes that are measurable, expressed in educational terms and include a reasonable time frame. * Serves as case manager for students with health needs.	* Mentors proficient school nurses in the role of case manager for students with health needs. * Identifies and uses trends in student outcomes to guide district planning for future school programs. * Acts as a resource for the school community in the development of health and educational outcomes for students.

Standard 4: Planning

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Establishes a plan of interventions to meet the immediate needs of students making routine health office visits for wellness concerns, injuries and illnesses. * Communicates the intervention plan to the individual student. * Documents the intervention plan in the student health record. * Recognizes and prioritizes students' needs for individualized health care plans. * Initiates the individualized health care plan with the direction of the school nurse supervisor. * Documents the completed IHCP according district policy. * Differentiates the essential components of the health care plan, such as an emergency care plan, routine interventions, transportation plans, off-site plans and medication plans. * Collaborates with other school team and family members to develop individualized health care plans based on standardized health care plan templates.	* Establishes a plan of intervention to meet the immediate health promotion, education and developmental needs of students making routine health office visits. * Seeks consultation from and makes referrals to other health and education professionals. * Includes all the essential components in the development of the health care plan with guidance. * Collaborates with other school team and family members to complete an individualized health care plan. * Recognizes program differences related to health care plans that are developed within the regular education, Section 504 and IEP.	* Integrates health promotion, education and prevention activities for students making routine health office visits. * Integrates a self-care model into planning for routine health office visits based on a student's developmental age and abilities. * Collaborates with others in the school community to develop planned strategies to promote appropriate use of the health office. * Establishes an efficient system for documenting routine health office visits. * Uses current health care standards, trends and evidence-based information to develop health care plans in a timely manner. * Integrates the appropriate components into the health care plan as appropriate to the individual or group of students. * Considers the impact of the potential recommendations on available school and family resources, such as staffing patterns and availability of equipment and supplies. * Independently develops individualized health care plans within the appropriate educational programs (regular education, Section 504 and special education). * Uses professional consultation, when appropriate, in developing more complex individualized health care plans.	* Develops a consistent district-wide approach to the planning for student and school community health needs. * Provides district- and community- level guidance and consultation in the development of health care plans for students. * Provides a global and research-based perspective to the process of planning for students with special health and develop- mental needs. * Establishes a planning process that reflects all applicable federal and state laws and regulations, and professional standards of practice.

Standard 5: Implementation

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Provides interventions using the written health care plan and district policies, procedures and clinical protocols to address health needs. * Seeks supervision when considering revisions to an established plan of care. * With supervision, provides education and direction to school staff members in carrying out specific aspects of the plan. * Documents the nursing interventions in the appropriate health records according school district policies and procedures (nursing notes, medication administration sheets, IHP, Clinic Health Records, etc.)	* According to the established health care plan, provides education and direction to school staff members in carrying out specific aspects of the plan. * Coordinates the delivery and provides for the continuity of health-related supports and services as identified in the health care plan. * Documents implementation of the nursing interventions using standardized nursing language or equivalent terminology. * Documents the nursing interventions in the appropriate health and educational records according school district procedures, including the IEP.	* Collaborates with nursing and school staff members, community health care providers and com-munity services (such as after-school programs, young parent programs, summer camps, etc.). * Identifies and implements changes or modifications in the plan of care. * Seeks scientific evidence through multiple information resources (such as reputable Internet sites, research-based and peer-reviewed journals, text books, etc.) to identify and implement nursing plans. * Serves as an advocate for students, families and staff members on the implementation of care.	* Serves as a mentor to other school nurses on appropriate implementation of plans of care. * Uses creative thinking to advocate for the appropriate implementation of a plan with school administrators, families and health care providers.

Standard 5A: Coordination of Care

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Coordinates with other school personnel and families to carry out specific aspects of the plan by providing education and direction. * Documents coordination of care in the appropriate health care records according to district policy (such as IHP, nursing notes, 504 plan, etc.	* Works with colleagues to integrate the health care plan into routine school programs. * Coordinates the delivery of and provides for continuity of health-related supports and services as identified in the health care plan.	* Incorporates the individualized health care plan into the student's educational day. * Coordinates with families and community providers (such as coaches, after-school program directors, etc.) to promote transition of the health care plan goals into students' extra-curricular and community activities.	* Promotes coordination of the plan with all agencies involved in the student's care (community-based providers, Children's Services, MRDD, Department of Social Security and Disability…).

Standard 5B: Health Teaching and Health Promotion

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Provides basic health information and counseling to individual students related to identified concerns within a health office visit. * Gives consideration to developmental differences among students in their school when providing health information. * Acts as a health resource to classroom teachers when approached. * With guidance and supervision, provides basic staff wellness education (such as universal precautions, flu prevention, etc.)	* Incorporates evidence-based, developmentally appropriate health education and counseling to individual students during the health office visits. * Provides evidence-based health education and counseling to families based on students' needs as identified in the health office visit. * Gives consideration to cultural and linguistic differences among students in their school when providing health information. * Serves as a professional health resource in classroom instruction to enhance the curriculum and promote health literacy. * Begins to identify areas of need for health education and health instruction based on health office data. * Promotes wellness among school staff members, based on staff concerns.	* Integrates evidence-based health promotion concepts into teaching and counseling with individual and groups of students, such as healthy lifestyles, reducing risky behaviors, bullying and violence prevention, and other health promotion activities. * Seeks opportunities to provide evidence-based education and counseling to individual families and parent groups. * Seeks opportunities and provides continual health education to students by co-teaching or serving as a classroom resource. * Promotes the integration of health topics into all areas of the school curriculum (e.g., math, reading, art, physical education, etc.). * Identifies areas of need for health education and health instruction based on student health data, community needs and youth risk behavior trends. * Ensures that health and safety are incorporated into all areas of the school environment, such as serving nutritious foods, safe playground, safe social/emotional environment, indoor air quality. * Participates with school staff members in the development and revisions of the health curriculum. * Promotes and provides staff wellness programs and health information.	* Designs and evaluates health education strategies and programs to improve the effectiveness of health teaching and counseling with individuals and groups of students to meet their developmental, cultural, linguistic and learning needs. * Develops partnerships with families and communities to enhance the design and delivery of health education. * Conducts research to support and direct evidence-based practice in health education and counseling. * Designs a planned program competent to provide ongoing student health education as a part of the health education curriculum. * Initiates assessments and surveys to determine the areas for individual teaching and curriculum development in health education and health instruction, collaborating with health educators and curriculum leaders. * Designs district-wide staff wellness programs.

Standard 5C: Consultation

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
* Identifies and obtains baseline data in response to a request for consultation. * Seeks supervision to analyze data and provide appropriate consultation.	* Analyzes and synthesizes information from a variety of sources. * Seeks supervision to ensure effective consultation. * dentifies stakeholders and includes them in the decision-making process related to the health plan. * Independently communicates recommendations and provides relevant consultation to school personnel and family members, as appropriate.	* Synthesizes data according to evidence-based practice and theoretical frameworks. * Requests supervision, as needed, to promote effective consultation. * Initiates opportunities to provide consultation to others in order to influence the plan and enhance practice. * Independently communicates recommendations to, and facilitates understanding by, community-based providers and agencies.	* Serves as a mentor and resource to others on effective consultation practices. * Develops models for effective consultation.

Standard 6: Evaluation

Non Nurse Evaluators may not evaluate this section per ORC: 4723

Emergent	Competent	Skilled	Accomplished
With supervision, * Uses a systematic approach to evaluate whether or not plans were implemented as specified. * Involves the student and others to evaluate outcomes. * Documents the results of the evaluation according to district policies and procedures. * Revises the plan as needed.	*Independently,* * Uses a systematic approach to evaluate whether or not plans were implemented, and specified health outcomes were achieved. * Involves the student and others to evaluate outcomes. * Documents the results of the evaluation according to district policies and procedures. * Revises the plan as needed.	* Evaluates whether student outcomes had the desired impact on educational progress. * Aggregates data from student outcomes to effect change to policies and procedures, and promotes school health programs that support student learning and healthy development.	* Develops systems for outcome evaluation. * Conducts research and publishes articles to advance practice in the field.

Standard 7: Ethics

Emergent	Competent	Skilled	Accomplished
* Uses the ANA and NASN Codes of Ethics and school district policies to guide decision making in his or her practice. * Seeks a supervisor's assistance in interpreting ethical standards as they apply to specific situations. * Delivers care in a manner that preserves and protects the autonomy, dignity and rights of students and, when applicable, their families. * Maintains therapeutic and professional student-nurse relationships, including appropriate role boundaries, and seeks supervision as necessary. * Seeks orientation to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality.	* Adheres to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. * Delivers care in a manner that is sensitive to diversity within the school community. * Recognizes ethical dilemmas involving students, colleagues or systems and participates in resolving them with consultation.	* Establishes a network of resources for consultation in resolving ethical dilemmas. * Facilitates exploration and resolution of ethical dilemmas of students, colleagues or systems. * Educates others about therapeutic and professional student-nurse relationships and role boundaries.	* Develops policies, procedures and professional development activities that promote staff adherence to ethical standards related to: • Student autonomy, dignity and rights; • Diversity within the school community; • Educational laws, health care laws, nursing ethics, and federal, state and district regulations; • Advocacy for students; and • Staff wellness. *Acts as a consultant to others to resolve ethical issues of students, colleagues or systems. * Contributes to the establishment and operations of an Ethics Committee for the district.

Standard 8: Education

Emergent	Competent	Skilled	Accomplished
* Demonstrates basic knowledge and skills appropriate to the specialty practice of school nursing, including but not limited to: • Knowledge of growth and development; • Pediatric and adolescent primary care issues; • Infectious and communicable diseases or infestations; • Chronic disease management for school-aged youths; • Family systems theory; • Skills related to effective oral and written communication; • Information technology; and • Assessment of common pediatric primary care problems. * Participates in continuing education activities to enhance current clinical knowledge and professional issues in consultation with a supervisor. * Seeks clinical supervision to enhance their knowledge and skills in school nursing practice. * Identifies personal needs for professional development and ongoing formal education.	* Applies knowledge and skills appropriate to the specialty practices of school nursing. * Participates in appropriate professional development and higher education activities. * Acquires more in-depth knowledge related to: • Special education; • Section 504; and • IHP/IEP process. • School health laws and regulations • Roles of school team members; * Obtains ODE License as a School Nurse.	* Pursues an advanced degree in nursing or a related field. * Pursues National Certification as a School Nurse. * Seeks advanced knowledge and skills appropriate to the specialty practices of school nursing and the educational environment. * Contributes to the design and implementation of professional development programs in school health at the local or state level.	* Has an advanced degree in nursing or a related field at the master's level or beyond. * Obtains and maintains National certification as a school nurse. * Plans, designs and implements professional development or higher education programs in school health at the local, state or national level.

Standard 9: Evidence-based Practice and Research

Emergent	Competent	Skilled	Accomplished
* Collaborates with a supervisor to seek and use evidence-based data from professional literature to guide practice decisions. * Participates in data collection (surveys, pilot projects, studies) as directed by the supervisor.	* Uses evidence-based data to guide practice decisions and professional growth. * Identifies clinical issues for data collection.	* Analyzes and synthesizes broad- based data to inform and guide clinical practice. * Identifies clinical problems specific to nursing research (student care and nursing practice). * Uses school-based data to identify patterns and trends in student health and health services programs.	* Uses evidence-based research to develop, implement and disseminate policies and protocols (health and academic) of practice. * Designs and conducts research and contributes to school nursing literature.

Standard 10: Quality of Practice

Emergent	Competent	Skilled	Accomplished
* Collaborates with the supervisor to assess the quality of student care in the health office. * Adheres to the district's system for the collection of data that will be used to monitor the quality and effectiveness of nursing care. * Adheres to district policies, procedures and practice guidelines/protocols to promote quality of care. * Implements activities to enhance the quality of nursing practice as directed by the supervisor. * Appropriately documents all essential communications.	* Implements activities to enhance the quality of nursing practice in collaboration with the supervisor. * Participates in evaluation and research to test the quality and effectiveness of nursing care. * Participates on a formal committee or program (e.g., indoor air quality, crisis, wellness, school health advisory).	* Contributes to the development of research to determine the quality and effectiveness of nursing care. * Formulates recommendations to improve school nursing practice and/or student outcomes in collaboration with school administrators, boards of education and boards of health. * Initiates changes in nursing practice at the building level based on the results of quality assurance activities. * Contributes to the development of policies, procedures and practice guidelines to improve the quality of care.	* Develops policies, procedures and practice guidelines to improve the quality of care. * Initiates changes in nursing practice at the district level based on the results of quality assurance activities. * Designs, implements and evaluates research to test the quality and effectiveness of school nursing practice.

Standard 11: Communication

Emergent	Competent	Skilled	Accomplished
* Recognizes the need for additional support for those with developmental or language barriers. * Recognizes own style of communication and conflict resolution skills. * Identifies the importance of privacy and confidentiality to maintain the rights of the individual.	* Accesses tools of support for those with developmental or language barriers. * Seeks constructive feedback about communication and conflict resolution skills. (e.g., verbal, written and electronic) * Apply regulations pertaining to privacy and confidentiality in all communications.	* Contributes to the development and revision of communication tools. * Demonstrates application of new knowledge regarding affective communication styles and conflict resolution skills. * Develops strategies to comply with privacy and confidentiality laws.	* Develops and designs new communication tools. * Affectively impacts positive change in health behaviors to achieve nursing goals. * Proposes policy changes to increase compliance in all matters related to privacy and confidentiality.

Standard 12: Leadership

Emergent	Competent	Skilled	Accomplished
* Is recognized as the health care member of the education team.	* Encourages lifelong practice of healthy behaviors for self and school community. * Maintains active member status in state and national professional organizations. * Demonstrates knowledge of the philosophy and mission of the school district.	* Convenes a multidisciplinary team, including relevant school and community members, to address health needs of students and the school community. * Promotes active member status and contributes to local, state and national professional organizations through committee work. * Serves in formal and informal leadership roles within the school community. * Pursues National Certification as a School Nurse.	* Organizes and facilitates a coordinated approach to school health by serving as a leader for the school health council. * Models the use of critical thinking skills, risk taking and data-driven decision making to foster a learning community. * Promotes National Certification as a School Nurse. * Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level.

Standard 13: Collaboration

Emergent	Competent	Skilled	Accomplished
* Seeks supervisory assistance to identify, prioritize and establish cooperative relationships with: • Core school; • Core district staff; and • Essential community-based partners. * With supervisory support articulates for students, parents/guardians and school staff members the school nurse's role within a coordinated approach to support the health, learning and achievement of students. * Seeks orientation about and accesses school district policies and procedures regarding standards to share and protect students' health, mental health and educational information, both internally and externally, including obtaining appropriate authorizations.	* Cogently articulates the nurse's role and the importance of health services to support learning, health and achievement by students. * Independently establishes and maintains cooperative relationships within the school and community, based on ethical and legal standards permitted and through protected communications.	* Models the nurse's role and the importance of health services to support learning, health and achievement by students. * Identifies and helps to resolve barriers to effective collaboration. * Advocates for a collaborative approach to student supports and services.	* Initiates multidisciplinary teams to promote collaboration. * Builds consensus within the school community to achieve identified goals. * Collaborates with a multidisciplinary team to initiate systems change and develop policies and programs. * Mentors and supervises others in the collaborative process.

Standard 14: Professional Practice Evaluation

Emergent	Competent	Skilled	Accomplished
* Participates in performance appraisal on a regular basis in order to identify strengths and areas for improvement. * Uses constructive feedback from a clinical supervisor to improve one's practice. * Develops annual goals and objectives in collaboration with a supervisor. * Implements performance strategies to achieve goals identified through the evaluation process.	* Participates in peer review, as appropriate. * Seeks constructive feedback from a clinical supervisor regarding one's practice. * Independently identifies professional strengths and areas for improvement. * In collaboration with a supervisor, develops annual goals and objectives to enhance performance.	* Initiates and participates in peer review, as appropriate. * Collaborates with a supervisor to develop annual goals and objectives to enhance the district's health services program. * Contributes to the development and revision of the district's performance appraisal process.	* Develops and revises the district's performance appraisal process. * Mentors others in self- and peer evaluation.

Standard 15: Resource Utilization

Emergent	Competent	Skilled	Accomplished
* With supervision assigns or delegates tasks to school personnel as defined by the Ohio Nurse Practice Act, Ohio Revised Code, and other relevant statutes and regulations. * Follows district procedures for purchasing and maintaining health office supplies and equipment.	* Independently assigns or delegates tasks to school personnel. * Assists students and families in securing appropriate services within the school and community. * Participates in the budgetary process of the school health office.	* Considers factors such as safety, effectiveness, cost and impact on practice when choosing interventions that result in desired student outcomes. * Informs students and families about health promotion, health education, school health services, and individualized health interventions for students within the limitations of school resources.	* Plans and evaluates school health programs that consider cost effectiveness, cost-benefit and efficiency factors. * Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs.

Standard 16: Environmental Health

Emergent	Competent	Skilled	Accomplished
* Recognizes emotional and physical issues that impact the school climate. * Identifies the role of the school nurse in facilitating a positive environment that is safe and healthy. * Recognizes that the School Nurse is an active member of the Comprehensive School Health Program.	* Demonstrates and contributes to the positive school climate by identifying resources and partnerships. * Active member of the Comprehensive School Health Team. (e.g., air quality, food safety, emergency plans, emotional/social health, disaster preparedness, Wellness Committee…)	* Evaluates environmental health principles in school nursing practice. * Contributes to the Comprehensive School Health Team.	* Advocates for implementation of environmental health policies. * Demonstrates leadership in the development of the Comprehensive School Health Program.

Standard 17: Program Management

Emergent	Competent	Skilled	Accomplished
* Maintains an organized clinic in an efficient manner. * Uses technology (assistive, informational and medical) to effectively manage school health programs.	* Demonstrates knowledge of existing school health programs and current pediatric and adolescent health trends that may impact client care. * Implements needed health programs using a program planning process. * Orients and trains staff related to health needs of students and medication administration. * Participates on school teams to manage environmental health and safety issues in the school building.	* Conducts school health program needs assessments to identify current health problems and the need for revising or developing new programs. * Initiates changes in the school health program based on the results of a school health needs assessment, data analysis and quality care activities. * Provides leadership for teams to manage environmental health and safety issues in the school building.	* Evaluates ongoing school health programs for effectiveness and efficiency and communicates findings to administrators, boards of education and boards of health, as appropriate. * Secures resources, such as staffing and technology, to efficiently provide district school health services. * Develops system-wide strategies in response to problem analysis.

OASN School Nurse Evaluation System (OASN/SNES)

Self-Assessment Summary Tool

Name of School Nurse _____ Date _____

Directions: School Nurses should record evidence to indicate strengths and areas for growth for each standard. Then, look across all standards and identify 2 priorities for the upcoming school year. Note these priorities with check marks in the far-right column. Once completed this tool should be used to inform the focus of the observations to be completed during the school year and to fill out the self-evaluation portion of the Summative Evaluation Tool (pg 47). *(Refer to NASN Scope and Standards pg. 9 -21)*

STANDARD	STRENGTHS	AREAS of GROWTH (S.M.A.R.T. Goals)	PRIORITIES
1. Assessment			
2. Diagnosis			
3. Outcomes Identification			
4. Planning			

STANDARD	STRENGTHS	AREAS of GROWTH	PRIORITIES
5. Implementation			
5A. Coordination of Care			
5B. Health Teaching and Health Promotion			
5C. Consultation			

STANDARD	STRENGTHS	AREAS of GROWTH	PRIORITIES
6. Evaluation			
7. Ethics			
8. Education			
9. Evidenced-Based Practice and Research			

STANDARD	STRENGTHS	AREAS of GROWTH	PRIORITIES
10. Quality of practice			
11. Communication			
12. Leadership			
13. Collaboration			
14. Professional Practice Evaluation			

STANDARD	STRENGTHS	AREAS of GROWTH	PRIORITIES
15. Resource Utilization			
16. Environmental Health			
17. Program Management			

Pre-Observation Conference

School Nurse Responsibilities Prior to the Pre-Observation Conference

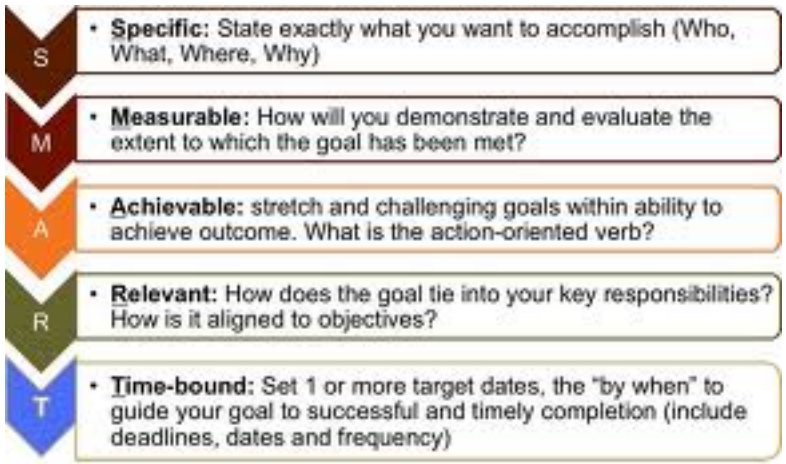

Figure 2.

The school nurse will complete the Self-assessment tool prior to the Pre-Observation Conference. When defining Areas of Strength the school nurse will document experiences as support. Using S.M.A.R.T Goals, as described in Figure 2., The school nurse will define areas of growth and describe her/his steps to meet those goals.

Following the self-evaluation process, nurse colleagues, nurse supervisors, nurse mentors, or nurse preceptors can assess the competence of the school nurse (All Standards). Other aspects of performance not exclusive to the practice of nursing (Standards 7-17) may be evaluated by professional colleagues, administrators, and others evaluation should then guide future professional development (adapted from ANA, 2010a, p. 13).

Guidelines

At the pre-observation conference, the evaluator and school nurse will review the completed Self-Assessment Tool and discuss what the evaluator will observe during the Informal Activity. Important information is shared about the characteristics of the environment of the activity and how it will support the school nurses achievement of identified goals. Specifically, information is shared about the objectives of the activity, the assessment of the participant, and student benefit when applicable. The conference will also give the school nurse the opportunity to identify areas in which she/he would like focused feedback from the evaluator during the activity. The communication may take place by telephone, email or face-to-face and a record of the date(s) should be kept. The purpose of the pre-observation conference is to provide the evaluator with an opportunity to discuss the following:

- Activity objective(s)
- Prior learning experiences of the participant and students
- Characteristics of the environment of the activity
- Instructional strategies that will be used if a teaching activity
- Participant/student activities and materials
- Differentiation based on the needs of the participants/students
- Assessment (data) collected to demonstrate effectiveness

The evaluator should use the OASN School Nurse Performance Evaluation Rubric (page 25-35 in this document) to formulate questions and guide discussion for this observation.

Informal Observation Guidelines

An informal observation is a:

- Tool for informal evaluation that provides the opportunity to gather evidence over a series of brief observations;
- Process for giving focused evidence-based feedback to school nurses;
- Means for the evaluator to observe the nursing services program more frequently and more purposefully.

Informal observations, as a part of the school nurse evaluation system, may be general in nature or focused on observing a specific aspect of school nurse performance. Summary data collected through informal observation(s) along with evidence documented through formal observation(s) will be combined to inform the school nurse's summative performance rating: Emergent, Competent, Proficient, Accomplished.

General Information:

All school nurses benefit from informal observations. An evaluator should conduct only as many informal observations in a day as time is available for same day or next day follow-up.

The evaluator's interest in the comprehensive, developmental school nursing services program send a positive message to the school nurses. Including informal observation as a school-wide initiative requires consistency and frequency. Find varying times in the day to observe the school nurse as what occurs in the morning is often much different than what occurs at noontime or in the afternoon.

Find one or two areas of focus for each observation. These can be determined at pre-conference or based on instruction, events or discussions that occur at school. A focus may also occur based on past conferences and the need for follow-up observations.

Follow-up to informal observations is a critical component. Follow-up will often be in writing, but the evaluator should extend to the school nurse an invitation to discuss any comments provided face-to-face. The evaluator may offer resources to help the school nurse enhance his/her practice.

Recognizing that both the evaluator and the school nurse have many demands on their time, encouraging the school nurse to identify activities for the evaluator to observe can be a means for the evaluator to collect evidence related to a special focus of school nursing.

Data collected as evidence of a proactive school nurse practice may be quantitative, qualitative or a combination of both. In both cases, accuracy is essential to ensure the credibility of the evaluator and the evaluation process.

Nurse colleagues, nurse supervisors, nurse mentors, or nurse preceptors can assess the competence of the school nurse (All Standards). Other aspects of performance not exclusive to the practice of nursing (Standards 7-17) may be evaluated by professional colleagues, administrators, and others evaluation should then guide future professional development (adapted from ANA, 2010a, p. 13).

OASN School Nurse Evaluation System (OASN/SNES)

Informal Observation Tool

School Nurse Name: _____ Date _____

Evaluator Name: _____ Time Observation Begins: _____

Time Observation Ends: _____

	OBSERVATIONS	
Nursing Practice *(nurse evaluators only)*	Communication	Professional Behavior
Evaluator Summary Comments:		

Evaluator Signature: _____ ___ *copy to school nurse*

Formal Observation Guidelines

A formal observation is a gathering of evidence about school nurse performance. The school nurse and evaluator will participate in at least one (1) formal observation. The activity should clarify the 2 priority areas (Standards) chosen by the school nurse in the Self-Assessment Tool. A formal observation consists of visitation to an activity the school nurse has planned during the school year. The activity could be classroom instruction, health screenings, clinic observations, parent or community programs, groups, staff in-service training, school health programs or any other activity agreed upon by the evaluator and the school nurse. The observation should be conducted for the entire activity period, or a minimum of 30 minutes.

During the observation, the evaluator documents specific information related to school nursing performance, using the School Nurse Performance Evaluation Rubric (page 24 – 34 in this document). This rubric is based on the National Association of School Nurses: Scope and Standards of Practice. This evaluation instrument is designed to encourage professional growth and serve as a foundation for the establishment of professional goals and identification of professional development needs.

Not all evidence for the School Nurse Performance Evaluation Rubric will be gathered during the formal observation. Due to the holistic nature of the rubric, designed to compliment a comprehensive, developmental school nursing services program, some evidence will be discussed during the pre-observation conference and the post-observation conference or observed during informal Observations. This information and evidence can and should be noted on the rubric. The evaluator does not need to focus on every standard during the formal observation. Due to the nature of the activity being observed, some standards may not be applicable. Therefore, the school nurse should not be responsible for submitting evidence or documentation to address and support all standards during each observation.

For each standard observed, the evaluator should assess which level (Emergent, Competent, Skilled, or Accomplished) provides the best overall description of the school nurse's performance.

After a formal observation, the evaluator will complete the *Formal Observation Narrative Tool*. The results of each formal observation are reviewed with the school nurse during the post-observation conference. Formal observations will not include video taping or sound recordings, except with written permission from the school nurse.

Nurse colleagues, nurse supervisors, nurse mentors, or nurse preceptors can assess the competence of the school nurse (All Standards). Other aspects of performance not exclusive to the practice of nursing (Standards 7-17) may be evaluated by professional colleagues, administrators, and others evaluation should then guide future professional development (adapted from ANA, 2010a, p. 13).

OASN School Nurse Evaluation System (OASN/SNES)

Formal Observation Narrative Tool

School Nurse Name: _____ Date _____

Evaluator Name: _____ Time Observation Begins: _____

Time Observation Ends: _____

Standard(s) Met	Evidence	Level (E, C, S, A)

Evaluators Signature: _____ ____ Copy to school nurse

Formal Post-Observation Conference

Guidelines

While the School Nurse Performance Evaluation Rubric is used to evaluate school nurse performance, its primary purpose is to provide the basis of support school nurses receive for their own professional growth. The evaluator's support should be provided in numerous ways, including the modeling of specific standard areas in professional development meetings, in the school nurse's daily activities and in the post-observation conference.

The purpose of the post-observation conference is to provide the school nurse opportunities to self-reflect on their activities with guidance and support from the evaluator who conducted the observation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength) and an area of refinement (area in which the observer needs to help the school nurse improve). Therefore, the focus of the post-observation conference is on the two (2) Standards previously identified by the school nurse as opposed to multiple areas. By focusing on just two (2) areas, school nurses have the opportunity to segment their own learning with support from the evaluator.

The post-observation conference can be completed in the form of a discussion by telephone, email or face-to-face as agreed upon by the school nurse and the evaluator. The school nurse will receive a copy of the written narrative tool and have an opportunity to discuss all areas observed.

Summative Evaluation Guidelines and Conference

The final step of the Ohio School Nurse Evaluation System relates to the completion of the Summative School Nurse Evaluation Tool by both the school nurse and the evaluator. This step, determining a rating for the 17 Standards previously outlined, should be completed by both prior to the Summative Evaluation Conference; it should also reflect the previous components in this process. Although nurses may exemplify characteristics in more than one level of competency, an overall rating in each category observed is required with special focus on the 2 areas that were identified by the school nurse at the Pre-Observation Conference at the beginning of the school year. The designation NO/E means not observed or evaluated this year. This designation should be used sparingly but it is understood that it is difficult to observe or evaluate all 17 Standards listed every year.

OASN School Nurse Evaluation System (OASN/SNES)

Summative School Nurse Evaluation Tool

Evaluators may not have opportunity to evaluate all 17 standards. NO/E = not observed/evaluated

Self Date:				**NASN Standards of School Nursing**	**Supervisor** Date:			
EMG	**COM**	**SKI**	**ACC**	**The School Nurse:**	**EMG**	**COM**	**SKI**	**ACC**
				Standard 1: Assessment – collects comprehensive data pertinent to the healthcare consumer's health and/or the situation.				
				Standard 2: Diagnosis – analyzes the assessment data to determine the diagnoses or issues.				
				Standard 3: Outcomes Identification – identifies expected outcomes for a plan individualized to the heath care consumer or the situation.				
				Standard 4: Planning – develops a plan that prescribes strategies and alternatives to attain expected outcomes.				
				Standard 5: Implementation – implements the identified plan.				
				Standard 5A: Coordination of Care – coordinates care delivery.				
				Standard 5B: Health Teaching and Health Promotion –employs strategies to promote health and a safe environment, especially regarding health education.				
				Standard 5C: Consultation – provides consultation to influence the identified plan, enhance the abilities of others and effect change.				
				Standard 6: Evaluation – evaluates progress toward attainment of outcomes.				
				Standard 7: Ethics – practices ethically.				
				Standard 8: Education – attains the knowledge and competence that reflect current nursing practice.				
				Standard 9: Evidence-Based Practice and Research – integrates evidence and research findings into nursing practice.				
				Standard 10: Quality of practice –contributes to quality nursing practice.				
				Standard 11: Communication – communicates effectively in a variety of formats in all areas of nursing practice.				
				Standard 12: Leadership – demonstrates leadership in the professional practice setting and the profession.				
				Standard 13: Collaboration – collaborates with healthcare consumer and others in the conduct of nursing practice.				
				Standard 14: Professional Practice Evaluation – evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.				
				Standard 15: Resource Utilization – utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.				
				Standard 16: Environmental Health – practices in an environmentally safe and healthy manner.				
				Standard 17: Program Management – manages school health services				

Annual Goals: School Year	Fully Achieved	Partially Achieved	Not Achieved
1. Professional Growth:			
2. Special Contribution to School Community/Department:			

Other special achievements:

_____
_____
_____
_____

Comments of Supervisor of Health Services:

_____
_____
_____
_____

Comments of Coordinator of Educational Services:

_____
_____
_____
_____

Anticipated Annual Goals: Following School Year _____

1. Professional Growth:

   Rationale:

2. Contribution to School Community/Department:

   Expected Outcome(s) for Student health:

_____ _____
Nurse Signature* Date

_____ _____
Evaluator (Supervisor of Health Services) Signature Date

_____ _____
Evaluator (Coordinator of Educational Services) Signature Date

*Nurse signature indicates that he/she has read this document. It does not indicate agreement or disagreement with its content, except for self-evaluation.

Growth Plan/Improvement Plan Guidelines

Should the evaluator determine that a Growth Plan/Improvement Plan is warranted, this would also be discussed during the final evaluation conference. Using the Growth/Improvement Plan Tool (page 52) the school nurse and the evaluator sketch out goals and opportunities helpful for the school nurse to achieve growth in those areas indicated on the Final Summative Evaluation. This tool would then be used the following year to determine goals and activities that will help the school nurse achieve improvement.

OASN School Nurse Evaluation System (OASN/SNES)

Professional Growth/Improvement Plan Tool

School Nurse Name: _____ Date _____

Evaluator Name: _____

Identified Areas for Growth (Standard)(s)		S.M.A.R.T. Goals

Evaluators Signature: _____ ____ Copy to school nurse

Appendix A

COMPARISION of OHIO SN PREPARATION PROGRAM STANDARDS with NASN/ANA SN SCOPE & STANDARDS OF PRACTICE (2010)

Ohio School Nurse Prep Program Standards	Ohio School Nurse Prep Program Standards Competency	NASN/ANA School Nursing Scope & Standards of Practice
Standard 1: Competent Practice Candidates practice competently by providing nursing care within the scope of practice of nursing for a registered nurse in Ohio.	1.1 *Candidates act as directed by the client's changing status, use safe nursing care as a basis for any observation or evaluation*	1, 6
	1.2 *Candidates analyze data to reach a nursing diagnosis.*	2
	1.3 *Candidates plan care based on desired outcomes.*	3, 4
	1.4 *Candidates implement a plan of care in an accurate, safe and timely manner.*	5
	1.5 *Candidates evaluate and document response to nursing interventions in an accurate and timely manner.*	6
	1.6 *Candidates use safe nursing care to prevent disease transmission in school and community.*	5, 9, 16
Standard 2: Communication Candidates practice safe nursing care in the communication of information.	2.1 *Candidates collaborate with students, families and other school staff to promote educational goals and health of students and school.*	12
	2.2 *Candidates consult with appropriate licensed practitioners including; other members of the health care or education team.*	11, 13
	2.3 *Candidates maintain confidentiality of student and family health and education information*	5a, 13
	2.4 *Candidates use safe nursing care as a basis for any advice, instruction, or teaching.*	7
	2.5 *Candidates document all aspects of school nursing care according to rules and regulations governing nursing practice.*	5a, 10
Standard 3: Professional Behavior Candidates use professional behavior skills to provide leadership in the practice of school nursing.	3.1 *Candidates practice according to legal and ethical principles.*	7, 14
	3.2 *Candidates direct nursing care through supervision and delegation and provide direction to a licensed practical nurse and delegate nursing tasks only in accordance with rules and regulations.*	12, 17
	3.3 *Candidates use principles of program management to facilitate school health services.*	12, 13, 17
	3.4 *Candidates use leadership principles when directing school health programs.*	12
	3.5 *Candidates advance school nursing practice through research utilization.*	15
	3.6 *Candidates evaluate professional practice to assure quality.*	14
	3.7 *Candidates engage in professional development and continuing education.*	14, 15

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