

PROFESSIONAL SCHOOL NURSE STANDARDS AND INDICATORS

| <p style="text-align: center;">STANDARD 1</p> <p>The school nurse collects pertinent data and information relative to the student and the community's health or the situation</p> | <p style="text-align: center;">STANDARD 2</p> <p>The school nurse analyzes assessment data to determine actual or potential the diagnoses, problems, and or issues</p> | <p style="text-align: center;">STANDARD 3</p> <p>The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes</p> | <p style="text-align: center;">STANDARD 4</p> <p>The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment</p> | <p style="text-align: center;">STANDARD 5</p> <p>The school nurse evaluates progress toward attainment of goals and outcomes</p> |
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| <p>Indicator 1 Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <p>Indicator 1 Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Indicator 1 Advocates for outcomes that reflect the-culture, values and ethical concerns</p> | <p>Indicator 1 Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p> | <p>Indicator 1 Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p> |
| <p>Indicator 2 Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Indicator 2 Identifies actual or potential risks to the health and safety of the student, family, or school community and/or-barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Indicator 2 Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p> | <p>Indicator 2 Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p> | <p>Indicator 2 Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p> |

| STANDARD 1 The school nurse collects pertinent data and information relative to the student and the community's health or the situation | STANDARD 2 The school nurse analyzes assessment data to determine actual or potential the diagnoses, problems, and or issues | STANDARD 3 The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes | STANDARD 4 The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment | STANDARD 5 The school nurse evaluates progress toward attainment of goals and outcomes |
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| Indicator 3 Prioritizes data collection based on the student's immediate condition or the anticipated needs of the student or situation | Indicator 3 Interprets the diagnoses or issues to the student, family, and appropriate school staff | Indicator 3 Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues. These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care | Indicator 3 Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Indicator 3 Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations |
| Indicator 4 Engages the student and other interprofessional team members in holistic, culturally sensitive data collection | Indicator 4 Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan | Indicator 4 Engages the student and other interprofessional team members in holistic, culturally sensitive data collection | Indicator 4 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 | Indicator 4 None at this time |

STANDARD 1: ASSESSMENT

NASN Standard 1: Assessment: The school nurse collects pertinent data and information relative to the student and the community’s health or the situation

PERFORMANCE LEVELS

| <p>Indicator 1</p> <p>Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <p>Indicator 2</p> <p>Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Indicator 3</p> <p>Prioritizes data collection based on the student’s immediate condition or on the anticipated needs of the student or situation</p> | <p>Indicator 4</p> <p>Engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |
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| <p>Level 4 Meets level 3 Also uses the system for research purposes to develop best practice guidelines for the subspecialty of school nursing; instructs others</p> | <p>Level 4 Meets level 3 Also provides self-advocacy strategies to the healthcare consumer</p> | <p>Level 4 Meets level 3 Also evaluates the effectiveness and efficiency of the data system based on current needs with all healthcare partners and consumers</p> | <p>Level 4 Meets level 3 Also designs, implements and/or evaluates data collection protocols for research initiatives in school health practice at the individual, group and community levels</p> |
| <p>Level 3 Consistently collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <p>Level 3 Consistently identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Level 3 Consistently prioritizes data collection based on the student’s immediate condition or on the anticipated needs of the student or situation</p> | <p>Level 3 Consistently engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |

| <p>Indicator 1</p> <p>Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <p>Indicator 2</p> <p>Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Indicator 3</p> <p>Prioritizes data collection based on the student’s immediate condition or the anticipated needs of the student or situation</p> | <p>Indicator 4</p> <p>Engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |
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| <p>Level 2</p> <p>Minimally collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> <p>Requires frequent direction and consultation</p> | <p>Level 2</p> <p>Minimally identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Level 2</p> <p>Minimally prioritizes data collection based on the student’s immediate condition or the anticipated needs of the student or situation</p> | <p>Level 2</p> <p>Minimally engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |
| <p>Level 1</p> <p>Rarely or never collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent</p> | <p>Level 1</p> <p>Rarely or never identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Level 1</p> <p>Rarely or never prioritizes data collection based on the student’s immediate condition or the anticipated needs of student or situation</p> | <p>Level 1</p> <p>Rarely or never engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |

| <p>Indicator 1</p> <p>Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <p>Indicator 2</p> <p>Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <p>Indicator 3</p> <p>Prioritizes data collection based on the student’s immediate condition or on the anticipated needs of the student or situation</p> | <p>Indicator 4</p> <p>Engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p> |
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| <p>dignity, worth, and unique attributes of every person. Requires frequent direction and consultation</p> | | | |

STANDARD 1: ASSESSMENT

NASN Standard 1: Assessment- The school nurse collects pertinent data and information relative to the student and the community's health or the situation

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
|---|---|---|--|
| <p>Indicator 1 Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Yearly health update ● Any of the following: Health assessment, mandatory screening such as vision screening, hearing screening, scoliosis screening, height screening and /or weight screening ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● Nevada State Board of Nursing (NSBN) School Nurse Regulation and Advisory Opinion ● Chronic Health Conditions Managed by School Nurses (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |
| <p>Indicator 2 Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Interpreter services ● Referral in native language ● Documentation of self-care capabilities ● Social Services referrals ● Individualized Healthcare Plans ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| Indicator 3 Prioritizes data collection based on the student's immediate condition or on the anticipated needs of the student or situation | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Field trip planning ● Emergency response ● Individualized health conditions training records ● Verification of staff training ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 450B620 ● NRS 388424 ● NSBN School Nurse Regulation and Advisory Opinion ● Emergency Preparedness and Response in the School Setting (NASN Position Statement) ● School-Sponsored Trips: The Role of the School Nurse (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |
| Indicator 4 Engages the student and other interprofessional team members in holistic, culturally sensitive data collection | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health history ● Behavioral history ● Yearly health update ● Licensed Healthcare Provider (LHCP) orders ● Communication documentation ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NRS 392425 ● NSBN School Nurse Regulation and Advisory Opinion ● The role of the 21st Century School Nurse (NASN Position Statement) |

STANDARD 2: DIAGNOSIS- The school nurse analyzes the assessment data to determine actual or potential the diagnoses, problems, and issues
NASN Standard 2: Diagnosis- The school nurse analyzes the-assessment data to determine actual or potential the diagnoses, problems, and issues

PERFORMANCE LEVELS

| <p>Indicator 1 Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Indicator 2 Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Indicator 3 Interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <p>Indicator 4 Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> |
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| <p>Level 4 Meets level 3 Also provides instruction to nursing staff at a departmental level in maintaining competency in the diagnostic process</p> | <p>Level 4 Meets level 3 Also uses trends in student diagnoses to guide district planning for future programs</p> | <p>Level 4 Meets level 3 Also formulates population-based diagnoses as indicated</p> | <p>Level 4 None at this time</p> |
| <p>Level 3 Consistently prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Level 3 Consistently identifies actual or potential risks to the health and safety of the student, family, or school community and/barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Level 3 Consistently interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <p>Level 3 Consistently documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> |
| <p>Level 2 Minimally prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Level 2 Minimally identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Level 2 Minimally interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <p>Level 2 Minimally documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> |

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| <p>Indicator 1 Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Indicator 2 Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Indicator 3 Interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <p>Indicator 4 Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> |
| <p>Level 1 Rarely or never prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <p>Level 1 Rarely or never identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <p>Level 1 Rarely or never interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <p>Level 1 Rarely documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> |

STANDARD 2: DIAGNOSIS

NASN Standard 2: Diagnosis- The school nurse analyzes the assessment data to determine actual or potential the diagnoses, problems, and issues

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| <p>Indicator 1 Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Medical alerts ● Individualized healthcare plans ● Emergency action plans ● Communication documentation ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NRS 392425 ● NSBN School Nurse Regulation and Advisory Opinion ● Individualized Healthcare plans: The Role of the School Nurse (NASN Position Statement) ● Emergency Preparedness and Response in the School Setting (NASN Position Statement) ● Chronic Health Conditions Managed by School Nurses (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| <p>Indicator 2 Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Suicide protocols ● Emergency plans ● Individualized healthcare plans ● Health office visits log ● Referrals to financially based clinics ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) ● Mental Health of Students (NASN Position Statement) ● Chronic Health Conditions Managed by School Nurses (NASN Position Statement) ● Bullying Prevention in Schools (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| <p>Indicator 3 Interprets the diagnoses or issues to the student, family, and appropriate school staff</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Screening results ● Community Referrals ● MDT Nurse report ● IEP Present Levels ● 504 plan input ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● IDEIA ● Section 504 and Individuals with Disabilities Education Improvement Act - The Role of the School Nurse (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| <p>Indicator 4 Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Screening results ● Community Referrals ● MDT Nurse report ● IEP Present Levels ● 504 plan input ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) ● Mental Health of Students (NASN Position Statement) ● Chronic Health Conditions Managed by School Nurses (NASN Position Statement) ● Bullying Prevention in Schools (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) |

STANDARD 3: OUTCOMES IDENTIFICATION AND PLANNING

NASN Standard 3: Outcomes Identification - The school nurse identifies expected outcomes for a plan individualized to the student or the situation

NASN Standard 4: Planning - The School Nurse develops a plan that prescribes strategies to attain expected measurable outcomes

PERFORMANCE LEVELS

| Indicator 1 Advocates for outcomes that reflect the student's culture, values and ethical concerns | Indicator 2 Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team | Indicator 3 Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care | Indicator 4 Modifies expected outcomes based on the evaluation of the status of the student and the situation |
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| Level 4 Meets level 3 Also identifies and uses trends in student outcomes to guide district planning for future school programs | Level 4 Meets level 3 Also develops a consistent district-wide approach to the planning for student and school community health needs | Level 4 Meets level 3 Also serves as a resource at the departmental or district level in the development of individual health and/or educational outcomes | Level 4 Meets level 3 Also seeks new scientific evidence and best practices to achieve expected outcomes |
| Level 3 Consistently advocates for outcomes that reflect the student's values and ethical concerns | Level 3 Consistently develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team | Level 3 Consistently includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care | Level 3 Consistently modifies expected outcomes based on the evaluation of the status of the student and the situation |

| Indicator 1 Advocates for outcomes that reflect the student's culture, values and ethical concerns | Indicator 2 Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team | Indicator 3 Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care | Indicator 4 Modifies expected outcomes based on the evaluation of the status of the student and the situation |
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| Level 2 Minimally advocates for outcomes that reflect the student's culture, values and ethical concerns | Level 2 Minimally develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team | Level 2 Minimally includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care | Level 2 Minimally modifies expected outcomes based on the evaluation of the status of the student and the situation |
| Level 1 Rarely or never advocates for outcomes that reflect the student's culture, values and ethical concerns. | Level 1 Rarely or never develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team | Level 1 Rarely or never acts includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues. These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care. | Level 1 Rarely or never modifies expected outcomes based on the evaluation of the status of the student and the situation. |

STANDARD 3: OUTCOMES, IDENTIFICATION, AND PLANNING

NASN Standard 3: Outcomes Identification - The school nurse identifies expected outcomes for a plan individualized to the student or the situation

NASN Standard 4: Planning - The School Nurse develops a plan that prescribes strategies to attain expected measurable outcomes

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
|--|---|--|---|
| <p>Indicator 1 Advocates for outcomes that reflect the student’s values and ethical concerns</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Individualized healthcare plans ● IEP goals & benchmarks ● IEP accommodations ● Documentation of self-care progress ● Nurse participation in 504 plans ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● IDEIA ● Section 504 ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) |
| <p>Indicator 2 Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Individualized healthcare plans ● IEP present levels & accommodations ● 504 plans ● Religious immunizations exemptions ● Chronic Health conditions vs religious (Dietary) ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NRS 392425 ● NRS 392435 ● NRS 392437 ● NSBN School Nurse Regulation and Advisory Opinion ● IDEIA ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) ● Immunizations (NASN Position Statement) ● Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
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| | | | <ul style="list-style-type: none"> The role of the 21st Century School Nurse (NASN Position Statement) |
| <p>Indicator 3 Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care</p> | <ul style="list-style-type: none"> Direct evaluator observation AND One confirmatory source or two confirmatory sources | <ul style="list-style-type: none"> Individualized Healthcare Plans (IHCP) IEP Present Levels & Accommodations 504 plans Field trip planning Emergency training (Anaphylaxis, Diabetes, AED/CPR, etc) Communication documentation School newsletter School based health memos Immunization reminder letters Pre/post conference | <ul style="list-style-type: none"> NRS 392420 NRS 391292 NSBN School Nurse Regulation and Advisory Opinion IDEIA Emergency Preparedness and Response in the School Setting: The Role of the School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) School-Sponsored Trips: The Role of the School Nurse (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
|---|---|---|---|
| <p>Indicator 4 Modifies expected outcomes based on the evaluation of the status of the student and the situation</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Peer review article from Nursing or Medical Journal ● Continuing education to support strategies and interventions ● Individualized Healthcare Plans (IHCP) ● IEP Present Levels & Accommodations ● 504 plans ● Field trip planning ● Emergency training (Anaphylaxis, Diabetes, AED/CPR, etc) ● Communication documentation ● School newsletter ● School based health memos ● Immunization reminder letters ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● IDEIA ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |

STANDARD 4: IMPLEMENTATION**NASN STANDARD 5: Implementation- The school nurse implements the identified plan****Includes 5A: Coordination of care – The school nurse coordinates care delivery****5B: Health Teaching and Health Promotion – The school nurse employs strategies to promote health and a safe environment***PERFORMANCE LEVELS*

| Indicator 1 Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | Indicator 2 Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | Indicator 3 Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Indicator 4 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 |
|---|--|--|--|
| Level 4 Meets level 3 and at the departmental level, participates in the development and implementation of written policies and procedures for the clinical services and programs addressing school health and well being | Level 4 Meets level 3 Designs materials and activities for school community education appropriate to age, developmental level, learning needs, readiness to learn, and cultural values and beliefs of the target audience | Level 4 Meets level 3 at the departmental level, participates in the development and implementation of written policies and procedures for delegation | Level 4 Meets level 3 Also, at the departmental level, participates in the development and implementation of written policies and procedures for the clinical services and programs addressing health issues including mental health issues and prevention, within the school setting |
| Level 3 Consistently provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | Level 3 Consistently engages health promotion/health teaching in collaboration with the student's beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | Level 3 Consistently delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Level 3 Consistently 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 |

| Indicator 1 Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | Indicator 2 Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | Indicator 3 Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Indicator 4 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 |
|--|---|---|---|
| Level 2 Minimally provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | Level 2 Minimally engages health promotion/health teaching in collaboration with the student's beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | Level 2 Minimally delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Level 2 Minimally 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 |
| Level 1 Rarely or never provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | Level 1 Rarely or never engages health promotion/health teaching in collaboration with the student's values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | Level 1 Rarely or never delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care | Level 1 Rarely or never 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 |

STANDARD 4: IMPLEMENTATION**NASN STANDARD 5: Implementation- The school nurse implements the identified plan****Includes 5A: Coordination of care – The school nurse coordinates care delivery****5B: Health Teaching and Health Promotion – The school nurse employs strategies to promote health and a safe environment***INDICATORS*

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|--|---|--|--|
| Indicator 1 Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Licensed Healthcare Provider Orders (LHCP) ● Health office documentation/treatment notes ● Individualized Healthcare plans ● Injury reports ● Medical records ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NAC 632220 ● NRS 632120 ● NRS 392425 ● NSBN School Nurse Regulation and Advisory Opinion ● Chronic Health Conditions Managed by School Nurses (NASN Position Statement) ● Medication Administration in the Schools (NASN Position Statement) ● The role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 2 Engages health promotion/health teaching in collaboration with the student's practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health office documentation ● Treatment notes ● Verification of training/ skills checklist ● Individualized Healthcare plans ● Lesson plans ● Health Education Materials ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● The Patient Protection and Affordable Care Act: The role of the School Nurse (NASN Position Statement) ● The Role of the 21st Century School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Responsibilities | Description/Notes |
|---|---|--|--|
| | | | <ul style="list-style-type: none"> Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| <p>Indicator 3 Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care</p> | <ul style="list-style-type: none"> Direct evaluator observation AND One confirmatory source or two confirmatory sources | <ul style="list-style-type: none"> Individualized Healthcare plans Referral documentation Health office documentation Communication documentation Pre/post conference | <ul style="list-style-type: none"> NRS 392420 NRS 391292 NRS 441a190 LGBTQ Students: The Role of the School Nurse (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| <p>Indicator 4 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</p> | <ul style="list-style-type: none"> Direct evaluator observation AND One confirmatory source or two confirmatory sources | <ul style="list-style-type: none"> Health office documentation Referral documentation Communication documentation Pre/post conference | <ul style="list-style-type: none"> NRS 392420 NRS 391292 NRS 432b220 NRS 388132 Pregnant and Parenting students: The role of the School Nurse (NASN Position Statement) Bullying Prevention in Schools (NASN Position Statement) Mental Health of Students (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) |

STANDARD 5: EVALUATION

NASN Standard 6: Evaluation - The school nurse evaluates progress toward attainment of goals and outcomes

PERFORMANCE LEVELS

| Indicator 1 Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes | Indicator 2 Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches | Indicator 3 Shares evaluation data and conclusions with the student, family, and others, in accordance with federal and state regulations |
|---|--|---|
| Level 4 Meets level 3 and uses the results of the evaluation to make or recommend process, policy, procedure, or protocol revisions when warranted, especially to promote student health programs that support student learning and healthy development | Level 4 Meets level 3 Also aggregates the data from student health care consumer outcomes to effect change to policies and procedures and promote health programs that support student learning and healthy development | Level 4 Meets level 3 Also uses the results of the evaluation to make or recommend process or structural changes including policy, procedure, or protocol revision, as appropriate |
| Level 3 Consistently determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes | Level 3 Consistently uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches | Level 3 Consistently shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations |
| Level 2 Minimally determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes | Level 2 Minimally uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches | Level 2 Minimally shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations |

| | | |
|--|--|---|
| <p>Indicator 1 Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p> | <p>Indicator 2 Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p> | <p>Indicator 3 Shares evaluation data and conclusions with the student, family, and others, in accordance with federal and state regulations</p> |
| <p>Level 1 Rarely or never determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p> | <p>Level 1 Rarely or never uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p> | <p>Level 1 Rarely or never shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations</p> |

STANDARD 5: EVALUATION

NASN Standard 6: Evaluation - The school nurse evaluates progress toward attainment of goals and outcomes

INDICATORS

| <p>What School Nurses Need to Demonstrate</p> | <p>Mandatory Evidence Sources of Professional Practice</p> | <p>Confirmatory Evidence Sources of Professional Practice</p> | <p>Description/Notes</p> |
|--|---|--|--|
| <p>Indicator 1 Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p> | <ul style="list-style-type: none"> • Direct evaluator observation AND One confirmatory source • or two confirmatory sources | <ul style="list-style-type: none"> • Healthcare plans • IEP's • 504 plans • Health office documentation • Communication documentation • Review of medical records • Pre/post conference | <ul style="list-style-type: none"> • NRS 392420 • NRS 391292 • IDEIA • The Role of the 21st Century School Nurse (NASN Position Statement) • Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) • Whole School, Whole Community, Whole Child: Implications for 21st |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Practice | Confirmatory Evidence Sources of Professional Practice | Description/Notes |
|--|---|---|--|
| | | | Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 2 Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Licensed Healthcare Provider (LHCP) orders ● Individualized Healthcare plans ● IEP's ● 504 plans ● Health office documentation ● Communication documentation ● Review of medical records ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● IDEIA ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 3 Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Referral documentation ● MDT report input ● Communication documentation ● 504 plans ● Review of medical records ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● IDEIA ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) |

| STANDARD 6 The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice | STANDARD 7 The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one's own nursing practice | STANDARD 8 The school nurse manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner | STANDARD 9 The school nurse integrates evidence and research findings, contributing to quality nursing practice | STANDARD 10 The school nurse practices ethically and in a manner that is congruent with cultural diversity and inclusion principles, demonstrating leadership in the professional setting and the profession |
|--|--|--|--|--|
| Indicator 1 Conveys accurate information in appropriate formats for students and families | Indicator 1 Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation | Indicator 1 Assesses student care needs and resources available to achieve desired outcomes | Indicator 1 Uses current evidence-based nursing knowledge, including research findings, to guide practice | Indicator 1 Integrates the Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a) and the Code of Ethics for School Nurses (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing. |
| Indicator 2 Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Indicator 2 Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial Takes action to achieve goals identified during the evaluation process | Indicator 2 Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> . | Indicator 2 Identifies problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes. | Indicator 2 Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community. |

| STANDARD 6 The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice | STANDARD 7 The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one's own nursing practice | STANDARD 8 The school nurse manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner | STANDARD 9 The school nurse integrates evidence and research findings, contributing to quality nursing practice | STANDARD 10 The school nurse practices ethically and in a manner that is congruent with cultural diversity and inclusion principles, demonstrating leadership in the professional setting and the profession |
|--|--|--|--|---|
| Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations | Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans. | Indicator 3 Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels |
| Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources | Indicator 4 Adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice</i> , <i>Code of Ethics for Nurses with Interpretive Statements</i> , and <i>NASN Code of Ethics for School Nurses</i> | Indicator 4 Promotes a safe and healthy workplace and professional practice environment | Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness. | Indicator 4 Engages in teamwork as a team player and team builder |

STANDARD 6: COMMUNICATION AND COLLABORATION**NASN Standard 9 Communication - The school nurse communicates effectively in all areas of practice****NASN Standard 10 Collaboration - The school nurse collaborates with key stakeholders in the conduct of nursing practice***PERFORMANCE LEVELS*

| Indicator 1 Conveys accurate information in a appropriate formats for students and families | Indicator 2 Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying community resources |
|---|---|--|---|
| Level 4 Meets level 3 Also actively seeks to learn from healthcare consumer requests and insights and incorporates feedback into future planning for health care needs | Level 4 Meets level 3 Also consistently ensures student and family confidentiality through the education of peers and interdisciplinary colleagues | Level 4 Meets level 3 Actively participates in interprofessional activities, including but not limited to education, consultation, management, technological development, or research to enhance outcomes | Level 4 Meets level 3 Also frequently demonstrates leadership role, initiating and sharing contacts with appropriate individuals and agencies to promote an optimal level of health and academic success |
| Level 3 Consistently conveys accurate information in appropriate formats for students and families | Level 3 Consistently applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Level 3 Consistently partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Level 3 Consistently functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources |
| Level 2 Sometimes conveys accurate information in appropriate formats for students and families | Level 2 Minimally applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Level 2 Minimally partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Level 2 Minimally functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources |

| Indicator 1 Conveys accurate information in a appropriate formats for students and families | Indicator 2 Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying community resources |
|---|--|--|---|
| Level 1 Rarely or never conveys accurate information in appropriate formats for students and families | Level 1 Rarely or never applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | Level 1 Rarely or never partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | Level 1 Rarely or never functions as a case manager in collaboration with the healthcare consumer (including the student) identifying community resources |

STANDARD 6: COMMUNICATION AND COLLABORATION

NASN Standard 9 Communication - The school nurse communicates effectively in all areas of practice

NASN Standard 10 Collaboration - The school nurse collaborates with key stakeholders in the conduct of nursing practice

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|--|---|---|--|
| <p>Indicator 1 Conveys accurate information in appropriate formats for students and families</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Individualized Healthcare Plans ● Emergency Plans ● Referral information in native language ● Documentation of Interpreter services ● Lesson plans and materials adapted for developmental needs ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) ● Emergency Preparedness and Response in the School Setting (NASN Position Statement) ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| <p>Indicator 2 Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health Office Documentation ● Communication documentation ● Copies of Permission to obtain records in compliance with HIPAA/FERPA ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● Health Insurance Portability and Accountability Act (HIPAA) ● Family Educational Rights and Privacy Act (FERPA) ● NASN Code of Ethics ● Personal Health Information Protection Act, 2004 (PHIPA) ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|--|---|
| | | | Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Individualized Educational Plans ● 504 plans ● Meeting notes ● Health office documentation ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health office documentation ● Referral information ● Referral source lists ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |

STANDARD 7: EDUCATION AND PROFESSIONAL EVALUATION

NASN Standard 12 Education - The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking

NASN Standard 15 Professional Practice Evaluation - The school nurse evaluates one's own and others' nursing practice

PERFORMANCE LEVELS

| Indicator 1 Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation | Indicator 2 Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional-growth would be beneficial Takes action to achieve goals identified during the evaluation process | Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations | Indicator 4 Adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i> |
|---|--|--|---|
| Level 4 Meets level 3 Also provides educational activities related to professional issues for peers and the school community | Level 4 Meets level 3 Also plans, designs, and implements professional development or higher education programs in school health at the local, state, or national level | Level 4 Meets level 3 Also provides formalized departmental training regarding regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations | Level 4 Meets level 3 Also provides formalized departmental training regarding professional responsibility, accountability, and behavior |
| Level 3 Consistently acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation | Level 3 Consistently engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial Takes action to achieve goals identified during the evaluation process | Level 3 Consistently ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations | Level 3 Consistently adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i> |

| <p>Indicator 1 Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p> | <p>Indicator 2 Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional-growth would be beneficial</p> <p>Takes action to achieve goals identified during the evaluation process</p> | <p>Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations</p> | <p>Indicator 4 Adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i></p> |
|--|--|---|--|
| <p>Level 2 Minimally acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p> | <p>Level 2 Minimally engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial</p> <p>Takes action to achieve goals identified during the evaluation process</p> | <p>Level 2 Minimally ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations</p> | <p>Level 2 Minimally adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i></p> |
| <p>Level 1 Rarely or never acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p> | <p>Level 1 Rarely or never engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength and as well as areas in which professional growth would be beneficial</p> <p>Rarely or never takes action to achieve goals identified during the evaluation process</p> | <p>Level 1 Rarely or never ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations</p> | <p>Level 1 Rarely or never adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i></p> |

STANDARD 7: EDUCATION AND PROFESSIONAL EVALUATION

NASN Standard 12 Education - The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking

NASN Standard 15 Professional Practice Evaluation - The school nurse evaluates one's own and others' nursing practice

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|--|---|---|--|
| <p>Indicator 1 Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Continuing education verification ● Skills training records ● Communication logs ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 391 292 ● NRS 632240 ● NRS 632343 ● NRS 632018 ● NSBN School Nurse Regulation and Advisory Opinion ● Education, Licensure and Certification of School Nurses (NASN Position Statement) ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|--|---|---|---|
| <p>Indicator 2 Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength and as well as areas in which professional growth would be beneficial</p> <p>Takes action to achieve goals identified during the evaluation process</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Completion of self-evaluation tool ● Documentation of Professional Goal Setting ● Annual evaluation summary ● Continuing education verification ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 632240 ● NRS 632343 ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Supervision and Evaluation of the School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| <p>Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Current nursing license ● Current board of education licensure ● Communication documentation ● Continuing education verification, ● Pre/post conference | <ul style="list-style-type: none"> ● ANA/NASN Standards of Care for School Nursing ● NRS 632018 ● NRS 632240 ● NRS 391292 ● NSBN School Nurse Regulation and Advisory Opinion ● Nevada Board of Nursing: Regulations ● District policies/protocols ● NASN Code of ethics ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Supervision and Evaluation of the School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|--|---|--|--|
| <p>Indicator 4 Adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</i></p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Nursing License ● Board of Education License ● Other applicable licenses/ certifications (Healthcare provider card, CPR/ AED, AHA Instructor card) ● National Board Certification | <ul style="list-style-type: none"> ● NRS 632018 ● NRS 632240 ● NRS 632343 ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Supervision and Evaluation of the School Nurse (NASN Position Statement) ● ANA/NASN Code of Ethics |

STANDARD 8: RESOURCE UTILIZATION, ENVIRONMENT HEALTH, AND PROGRAM MANAGEMENT

NASN Standard 16 Resource Utilization - The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible

NASN Standard 17 Environmental Health - The school nurse practices in an environmentally safe and healthy manner

NASN Standard 18 Program Management - The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health, and learning outcomes

PERFORMANCE LEVELS

| Indicator 1 Assesses student care needs and resources available to achieve desired outcomes | Indicator 2 Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> | Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans | Indicator 4 Promotes a safe and healthy workplace and professional practice environment |
|--|---|--|--|
| Level 4 Meets level 3 Also independently seeks resources (grant-writing, special funds, etc.) for appropriate school health and departmental programs | Level 4 Meets level 3 Also participates in the development of departmentally approved training materials to assure appropriate delegation of care | Level 4 Meets level 3 Also provides training to departmental staff regarding emergency/crisis planning and implementation | Level 4 Meets level 3 Leads school nurses in advocating for and implementing environmental health principles in school nursing practice |
| Level 3 Consistently assesses student care needs and resources available to achieve desired outcomes | Level 3 Consistently delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> | Level 3 Consistently coordinates creation and implementation of the emergency action plan and disaster preparedness plans | Level 3 Consistently Promotes a safe and healthy workplace and professional practice environment |

| Indicator 1 Assesses student care needs and resources available to achieve desired outcomes | Indicator 2 Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> | Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans | Indicator 4 Promotes a safe and healthy workplace and professional practice environment |
|---|--|--|---|
| Level 2 Minimally assesses student care needs and resources available to achieve desired outcomes | Level 2 Minimally delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> | Level 2 Minimally coordinates creation and implementation of the emergency action plan and disaster preparedness plans | Level 3 Minimally Promotes a safe and healthy workplace and professional practice environment |
| Level 1 Rarely or never assesses student care needs and resources available to achieve desired outcomes | Level 1 Rarely or never delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i> | Level 1 Rarely or never coordinates creation and implementation of the emergency action plan and disaster preparedness plans | Level 1 Rarely or never promotes a safe and healthy workplace and professional practice environment |

STANDARD 8: RESOURCE UTILIZATION, ENVIRONMENT HEALTH, AND PROGRAM MANAGEMENT

NASN Standard 16 Resource Utilization - The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible

NASN Standard 17 Environmental Health - The school nurse practices in an environmentally safe and healthy manner

NASN Standard 18 Program Management - The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health, and learning outcomes

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|--|---|--|---|
| <p>Indicator 1 Assesses student care needs and resources available to achieve desired outcomes</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● List of resources ● Nursing referral documentation (completed, follow-up, etc) ● Communication documentation ● Pre/post conference ● Health Office Documentation | <ul style="list-style-type: none"> ● NRS 392420 ● NRS 391292 ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| <p>Indicator 2 Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the NCSBN <i>National Guidelines for Nursing Delegation</i></p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Verification of training forms/documents ● UAP training (field trips, first aid) ● Other licensed nurses training verification forms ● Communication documentation ● Pre/post conference | <ul style="list-style-type: none"> ● NAC 632226 ● NAC 632220 ● NAC 632222 ● NAC 388225 ● NRS 632120 ● NRS 392425 ● NSBN School Nurse Regulation and Advisory Opinion ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Delegation, Nursing Delegation to Unlicensed Assistive Personnel in the School Setting (NASN Position Statement, June 2014) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|--|---|
| Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Emergency Plan/Crisis Plan ● Communication documentation ● Documentation of Drills (AED, Anaphylaxis, Diabetes, etc) ● AED checks documentation ● CPR/AED classes documentation ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 450B620 ● NRS 388424 ● NSBN School Nurse Regulation and Advisory Opinion ● Emergency Preparedness and Response in the School Setting (NASN Position Statement) ● The Role of the 21st Century School Nurse (NASN Position Statement) |
| Indicator 4 Promotes a safe and healthy workplace and professional practice environment | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● District approved environmental agents ● Documentation of cleaning procedures ● Training forms ● Educational Bulletin Boards ● Staff training in infection control ● Documentation Classroom/Staff education ● Pre/post conference | <ul style="list-style-type: none"> ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) ● Environmental Health in the School Setting: The Role of the School Nurse (NASN Position Statement, January 2014) ● Public Health Standards |

STANDARD 9: EVIDENCED-BASED PRACTICE AND RESEARCH AND QUALITY OF PRACTICE**NASN Standard 13 Evidence-Based Practice and Research - The school nurse integrates evidence and research findings into practice****NASN Standard 14 Quality of Practice - The school nurse contributes to quality nursing practice***PERFORMANCE LEVELS*

| Indicator 1 Uses current evidence-based nursing knowledge, including research findings to promote further research and to guide practice | Indicator 2 Identifying problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes | Indicator 3 Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness |
|--|---|---|--|
| Level 4 Meets level 3 Also contributes to published literature using current evidence based nursing knowledge, including research findings, to guide practice | Level 4 Meets level 3 Also participates in departmental activities to identify problems that occur in day-to day work routines to correct inefficiencies | Level 4 Meets level 3 Also develops, implements, and evaluates policies, procedures, and/or guidelines to improve the quality of school nursing practice | Level 4 Meets level 3 Engages in development, implementation, evaluation, and/or revision of policies, procedures, and guidelines to improve healthcare quality |
| Level 3 Consistently uses current evidence-based nursing knowledge, including research findings, to promote further research and guide practice | Level 3 Consistently identifies problems that occur in day-to-day work routines to correct inefficiencies and incorporates evidence into school nursing practice to improve outcomes | Level 3 Consistently provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Level 3 Consistently identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness |
| Level 2 Minimally uses current evidence-based nursing knowledge, including research findings, to promote further research and guide practice | Level 2 Minimally identifies problems that occur in day-to-day work routines to correct inefficiencies and incorporates evidence into school nursing practice to improve outcomes | Level 2 Minimally provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Level 2 Minimally identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness |

| Indicator 1 Uses current evidence-based nursing knowledge, including research findings to promote further research and to guide practice | Indicator 2 Identifying problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes | Indicator 3 Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness |
|---|---|--|---|
| Level 1 Rarely or never uses current evidenced-based nursing knowledge, including research findings, to promote further research and guide practice | Level 1 Rarely or never identifies problems that occur in day-to day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes | Level 1 Rarely or never provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services | Level 1 Rarely or never identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness |

STANDARD 9: EVIDENCED-BASED PRACTICE AND RESEARCH AND QUALITY OF PRACTICE**NASN Standard 13 Evidence-Based Practice and Research - The school nurse integrates evidence and research findings into practice****NASN Standard 14 Quality of Practice - The school nurse contributes to quality nursing practice***INDICATORS*

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|---|---|
| Indicator 1 Uses current evidence-based nursing knowledge, including research findings to promote further research and to guide practice | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Citations from relevant research articles ● Citations from current communicable disease guidelines ● Citations from current relevant evidence based web resources ● Citations from presentations/lectures ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 392435 ● NRS 392437 ● NRS 392439 ● The Role of the 21st Century School Nurse (NASN Position Statement) |
| Indicator 2 Identifying problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health office statistics ● Communication documentation ● Incident reports ● Documentation of meetings with administration/staff/parents/students ● Pre/post conference | <ul style="list-style-type: none"> ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 3 Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of health care and delivery of school health services | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Documentation of participation on committees regarding school nursing practice ● Referrals to appropriate personnel/committee for review of current nursing practice ● School Nurse documentation for adherence of current policies and procedures ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 391292 ● The Role of the 21st Century School Nurse (NASN Position paper) ● Supervision and Evaluation of the of the School Nurse (NASN Position Statement) |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|---|---|
| <p>Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● 504 plans/IEPs ● Suicide protocol documentation ● Reentry plans/ return to school documentation ● Communication documentation ● Delegation training documentation ● Chronic illness training (diabetes, seizures, anaphylaxis, asthma, etc) ● Field trip training documentation ● Individualized Healthcare Plans ● Referral lists ● Documentation of participation on committees regarding school nursing practice ● Pre/post conference | <ul style="list-style-type: none"> ● NRS 391292 ● Bullying Prevention in Schools (NASN Position Statement) ● Mental Health of Students (NASN Position Statement) ● LGBTQ Students : the Role of the School Nurse (NASN Position Statement) ● School-sponsored Before, After and Extended School Year Programs: the role of the school Nurse (NASN Position Statement) ● School -sponsored Trips, Role of the School Nurse (NASN Position Statement) ● Transition Planning for the Students with Chronic Health Conditions (NASN Position Statement) ● Diabetes Management in the School Setting (NASN Position Statement) |

STANDARD 10: ETHICS, CULTURAL CONGRUENT PRACTICE, AND LEADERSHIP

NASN Standard 7 Ethics - The school nurse practices ethically

NASN Standard 8 Culturally Congruent Practice - The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles

NASN Standard 11 Leadership - The school nurse leads within the professional practice setting and the profession

PERFORMANCE LEVELS

| <p>Indicator 1 Integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing</p> | <p>Indicator 2 Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p> | <p>Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels</p> | <p>Indicator 4 Engages in teamwork as a team player and team builder</p> |
|--|--|---|---|
| <p>Level 4 Meets level 3 Also develops departmental policies, procedures or professional activities to protect the healthcare consumer’s autonomy, dignity, rights, values, and beliefs for delivery of care</p> | <p>Level 4 Meets level 3 Promotes shared decision-making solutions in planning and evaluation processes when the student and family cultural preferences and norms may create incompatibility with evidenced-based practice</p> | <p>Level 4 Meets level 3 Also serves in formal leadership roles in departmental, local, state, or national committees</p> | <p>Level 4 Meets level 3 Also mentors colleagues for the advancement of nursing practice, the profession, and quality healthcare</p> |
| <p>Level 3 Consistently integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing</p> | <p>Level 3 Consistently demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p> | <p>Level 3 Consistently serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels</p> | <p>Level 3 Consistently engages in teamwork as a team player and team builder</p> |

| Indicator 1 Integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing | Indicator 2 Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community | Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels | Indicator 4 Engages in teamwork as a team player and team builder |
|---|---|--|---|
| Level 2 Minimally integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing | Level 2 Minimally demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community | Level 2 Minimally serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels | Level 2 Minimally engages in teamwork as a team player and team builder |
| Level 1 Rarely or never integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing | Level 1 Rarely or never demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community | Level 1 Rarely or never serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels | Level 1 Rarely or never engages in teamwork as a team player and team builder |

STANDARD 10: ETHICS, CULTURAL CONGRUENT PRACTICE, AND LEADERSHIP

NASN Standard 7 Ethics - The school nurse practice ethically

NASN Standard 8 Culturally Congruent Practice - The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles

NASN Standard 11 Leadership - The school nurse leads within the professional practice setting and the profession

INDICATORS

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|--|--|
| <p>Indicator 1 Integrates the <i>Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a)</i> and the <i>Code of Ethics for School Nurses (NASN, 2016b)</i> to guide nursing practice and articulate the moral foundation of school nursing</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Health Office Documentation ● Communication documentation ● School nurse documentation ● Pre/post observation conference | <ul style="list-style-type: none"> ● Health Insurance Portability and Accountability Act (HIPAA) ● Family Educational Rights and Privacy Act (FERPA) ● ANA/NASN Code of Ethics ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) ● ANA/NASN Code of Ethics |
| <p>Indicator 2 Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p> | <ul style="list-style-type: none"> ● Direct evaluator observation AND One confirmatory source ● or two confirmatory sources | <ul style="list-style-type: none"> ● Communication documentation ● Documentation of Re-entry plans/return to school plan ● Documentation/Participation in Manifestation determinations ● 504 plan documentation ● IEP documentation ● Health Office Documentation ● Pre/post observation conference | <ul style="list-style-type: none"> ● ANA/NASN Code of Ethics ● IDEIA ● Section 504 ● Transitioning Planning for Students with Chronic Health Conditions (NASN Position Statement) ● The Role of the 21st Century School Nurse (NASN Position Statement) ● Mental Health of Students (NASN Position Statement) ● Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse |

| What School Nurses Need to Demonstrate | Mandatory Evidence Sources of Professional Performance | Confirmatory Evidence Sources of Professional Performance | Description/Notes |
|---|---|---|--|
| | | | (NASN Position Statement) <ul style="list-style-type: none"> Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels | <ul style="list-style-type: none"> Direct evaluator observation AND One confirmatory source or two confirmatory sources | <ul style="list-style-type: none"> Documentation of participation on committees related to school nursing List of committee involvement Committee notes Committee Project outcomes Pre/post observation conference | <ul style="list-style-type: none"> Role of the 21st Century Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |
| Indicator 4 Engages in teamwork as a team player and team builder | <ul style="list-style-type: none"> Direct evaluator observation AND One confirmatory source or two confirmatory sources | <ul style="list-style-type: none"> Communication documentation Health Office documentation 504 plans/ IEP Emergency Plans team schedules/meetings Pre/post observation conference | <ul style="list-style-type: none"> NRS 392420 NRS 391292 Transition Planning for Students with Chronic Health Conditions (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) |