

# Teachers and Leaders Council Meeting

March 14, 2018

Statewide Performance Evaluation System

School Nurses

# OLEP SCHOOL NURSES

KATHLEEN VOKITS, RN NCSN  
PRESIDENT  
NEVADA STATE ASSOCIATION OF SCHOOL NURSES

# WHY ARE WE HERE ?

- The Board of Education was given the task that by the 2018-2019 school year, statewide performance evaluations will be developed for School Nurses, School Psychologists, Audiologists, School Speech Language Pathologists, Audiologists, School Social Workers and School Counselors based on their respective National Association Standards
- The Department of Education has requested that state associations facilitate this work
- As the President of the Nevada State Association of School Nurses I have accepted this challenge.

# Stakeholder Involvement

- After receiving the task, all the chief nurses in Nevada received notice that this was occurring.
- They were given a history of all the testimony that previously occurred.
- They were given the options to:
  1. fully participate in the process by having members on the conference calls
  2. receive all the information and make comments and suggestions
  3. just notification of process

# The Definition of School Nursing

- School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. *Adopted by the NASN Board of Directors February 2017.*

# SCHOOL NURSE DOE LICENSE REQUIREMENTS

Hold a valid license issued by the Nevada State Board of Nursing as a registered nurse and meet one of the following requirements:

- A. Have a bachelor's degree and have completed an educational program that grants postgraduate certificates in school nursing from a regionally accredited institution of higher learning;
- B. Have a bachelor's degree and certification as a school nurse from the National Board for Certification of School Nurses;
- C. Hold a bachelor's degree in nursing from a college or university baccalaureate program in nursing accredited by the National League for Nursing or the Commission on Collegiate Nursing Education; or
- D. Hold a bachelor's degree and certification from the American Nurses Association or from the Nevada State Board of Nursing as a family nursing practitioner, pediatric nursing practitioner, school nursing practitioner, or school nursing generalist.

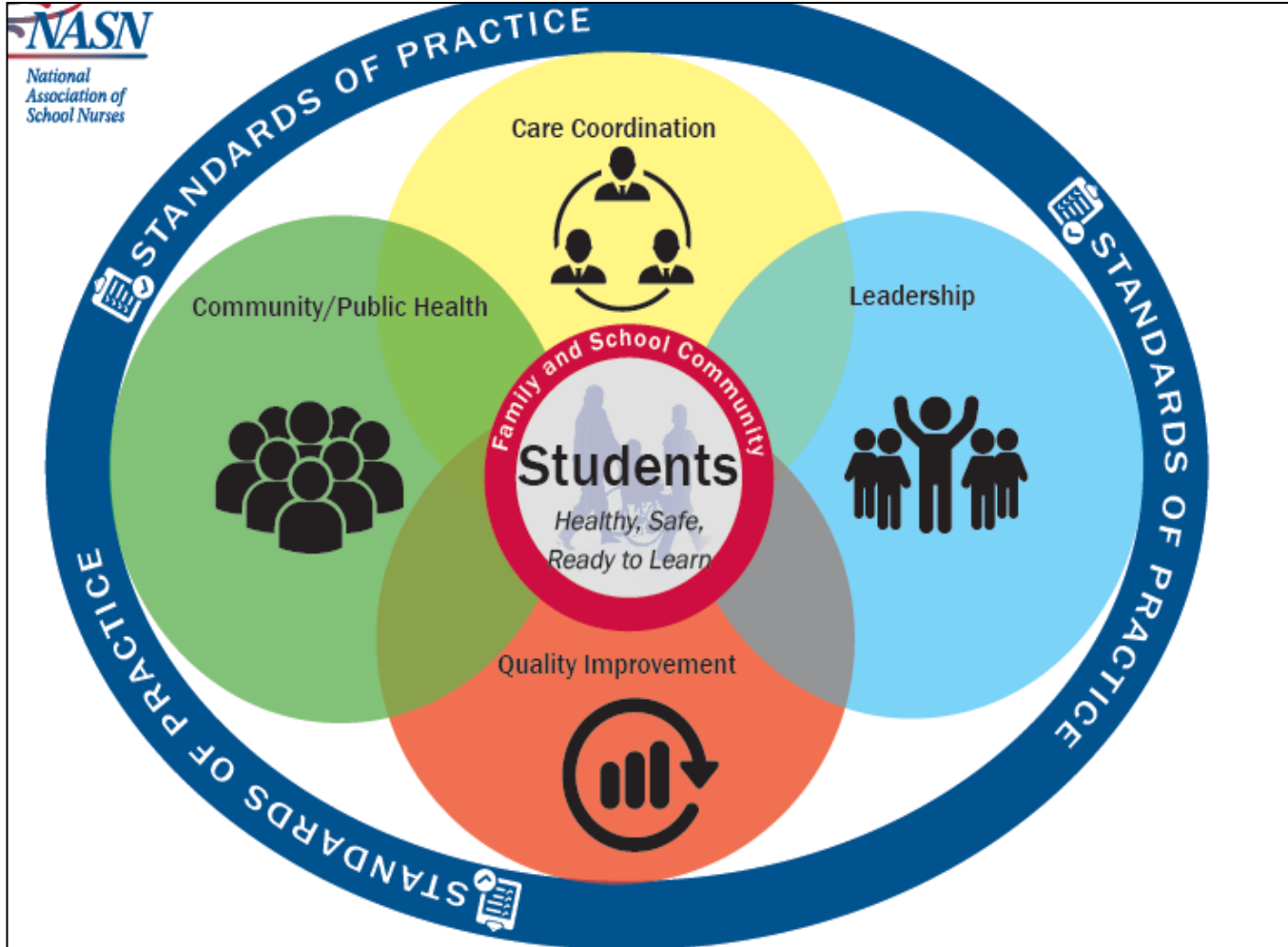
# NRS: SCHOOL NURSES

- The provision of nursing services in a school district by school nurses and other qualified personnel **must be under the direction and supervision of a chief nurse who is a registered nurse** as provided in [NRS 632.240](#) and who:
  - (a) Holds an endorsement to serve as a school nurse issued pursuant to regulations adopted by the Commission; or
  - (b) Is employed by a state, county, city or district health department and provides nursing services to the school district in the course of that employment.
- 2. A school district shall not employ a person to serve as a school nurse unless the person holds an endorsement to serve as a school nurse issued pursuant to regulations adopted by the Commission.
- 3. The chief nurse shall ensure that each school nurse:
  - (a) Coordinates with the principal of each school to designate employees of the school who are authorized to administer auto-injectable epinephrine; and
  - (b) Provides the employees so designated with training concerning the proper storage and administration of auto-injectable epinephrine.

# NRS: SCHOOL NURSES Continued

- The provision of nursing services in a school district by school nurses and other qualified personnel **must be under the direction and supervision of a chief nurse who is a registered nurse** as provided in [NRS 632.240](#) and who:
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# FAMILY ENGAGEMENT

## FRAMEWORK OF THE 21<sup>ST</sup> CENTURY

# RUBRIC

## Standards of Practice

1. Assessment (NASN Standard 1)
2. Diagnosis (NASN Standard 2)
3. Outcomes  
Identification/Planning (NASN  
Standard 3 ,4)
4. Implementation (NASN Standard  
5)
5. Evaluation (NASN Standard 6)

## Standards of Professional Performance

6. Communication/Collaboration  
(NASN STANDARD 9,10)
7. Education/Professional Practice  
Evaluation (NASN Standard 12,  
15)
8. Resource utilization, environment  
health, and program management  
(NASN Standard 16,17,18)
9. Evidence-Based Practice and  
Research/Quality of Practice  
(NASN Standard 13,14)
10. Ethics, Cultural, Congruent  
Practice and Leadership (NASN  
Standard 7,8,11)

# TIMEFRAME FOR COMPLETION

- New publication of ANA/NASN school nurse standards of care published in August 2017
- Revise current rubric draft to reflect the changes from the new publication.
- Goal- present finished rubric to TLC in June 2017- changed to 3/2018
- 2017-2018 school year- piloting of school nurse rubric (using old standards)
- 2018-2019 school year- implementation of rubric statewide (new standards?)

# STANDARDS 1-5

## PROFESSIONAL SCHOOL NURSE STANDARDS AND INDICATORS (clean copy)

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>The school nurse collects pertinent data and information relative to the student and the community's health or the situation.</p>	<p>The school nurse analyzes the assessment data to determine actual or potential the diagnoses, problems, and or issues.</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>The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment;</p>	<p>The school nurse evaluates progress toward attainment of goals and outcomes</p>
<p><b>Indicator 1</b> 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><b>Indicator 1</b> Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum.</p>	<p><b>Indicator 1</b> Advocates for outcomes that reflect the student's-culture, values and ethical concerns.</p>	<p><b>Indicator 1</b> Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community.</p>	<p><b>Indicator 1</b> 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><b>Indicator 2</b> Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations.</p>	<p><b>Indicator 2</b> 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</p>	<p><b>Indicator 2</b> Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>	<p><b>Indicator 2</b> 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</p>	<p><b>Indicator 2</b> Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches.</p>

# STANDARDS 1-5: Indicators

to interpersonal, systemic, or environmental circumstances.

preference, spirituality, culture, and socioeconomic status.

## Indicator 3

Prioritizes data collection based on the student's immediate condition or on 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

None at this time.

## 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, bullying, suicide and child neglect or abuse.

# STANDARDS 6-10

STANDARD 6	STANDARD 7	STANDARD 8	STANDARD 9	STANDARD 10
<p>The school nurse communicates <b>effectively</b> and collaborates effectively in a variety of formats in all areas of nursing practice</p>	<p>The school nurse <del>attains</del> <b>seeks</b> knowledge and competence that reflect current nursing practice <b>and promotes futuristic thinking</b>; and evaluates one's own nursing practice <del>in relation to professional practice standards and guidelines, relevant statutes, rules and regulations</del></p>	<p>The school nurse manages school health services, utilizing appropriate resources to plan, <b>provide, and sustain</b> nursing services that are safe, effective, and <b>fiscally</b> responsible in an environmentally safe and healthy manner</p>	<p>The school nurse integrates evidence and research findings, contributing to quality nursing practice</p>	<p>The school nurse practices ethically <b>and in a manner that is congruent with cultural diversity and inclusion principles</b>, demonstrating leadership in the professional setting and the profession</p>
<p><b>Indicator 1</b> Consistently Conveys <b>accurate</b> information in a variety of <b>appropriate</b> formats that <del>promote understanding for students and families</del></p>	<p><b>Indicator 1</b> Acquires knowledge, skills, <b>and abilities relative</b> to the school nurse role; the population of <del>school-age youth</del> students, their families, and the school community; <b>as well as the global or local health situation and educational settings</b></p> <p><del>Promotes a commitment to continuous life-long learning and education for self and others</del></p>	<p><b>Indicator 1</b> <del>Identifies and utilizes appropriate resources for assessed healthcare consumer care needs and desired outcomes</del> <b>Assesses student care needs and resources available to achieve desired outcomes</b></p>	<p><b>Indicator 1</b> Uses current evidence-based nursing knowledge, including research findings, to <b>promote further research and</b> guide practice</p>	<p><b>Indicator 1</b> <del>Protects the healthcare consumer's</del> <b>autonomy, dignity, rights, values, and beliefs when delivering care</b> <b>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.</b></p>

# STANDARDS 6-10: Indicators

## Indicator 2

Applies ~~Understands~~ 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 and as well as areas in which professional development growth would be beneficial~~

Takes action to achieve goals identified during the evaluation process

## Indicator 2

~~Appropriately delegates elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles~~

Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, *NASN Principles of Practice* and the *NCSBN National Guidelines for Nursing Delegation*

## 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

~~Contributes to resolving ethical issues involving health care consumers, colleagues, community groups, systems, and other stakeholders~~  
Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community.

## Indicator 3

~~Acts as an advocate for the healthcare consumer in multidisciplinary collaboration~~  
Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care.

## Indicator 3

~~The school nurse's practice is reflective of professional standards and guidelines, relevant statutes, rules and regulations~~  
Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations.

## Indicator 3

~~Participates in the development of an emergency/crisis plan that is communicated to the school community~~  
Coordinates creation and implementation of the emergency action plan and disaster preparedness plans.

## Indicator 3

~~Developing, implementing, and evaluating policies, procedures, and/or guidelines to improve the quality of school nursing practice~~  
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

~~Participates in committees, councils, or administrative teams~~  
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

~~Maintains professional responsibility, accountability, and behavior~~  
Adheres to the guidance about professional practice as specified in *School Nursing: Scope and Standard*

## Indicator 4

~~Promotes a practice environment that reduces environmental health risks~~  
Promotes a safe and happy workplace and a professional practice

## Indicator 4

~~Implementing processes to remove or decrease barriers within organizational systems~~  
Identifies barriers and opportunities to improve healthcare safety,

## Indicator 4

~~Communicates effectively with the healthcare consumer and colleagues~~  
Engages in teamwork as a team player and team builder