

School Nurse Request

Teachers and Leaders Council Meeting

June 13, 2019

Agenda Item # 8

NRS 391.675

Evaluations of counselors, librarians and certain other licensed educational personnel. The State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation.

Supporting NRS:

- **NRS 391.460:** TLC to make recommendations to State Board concerning statewide performance evaluation system; authorization to establish working groups and task forces.

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 diagnoses, problems, and 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
<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 1</p> <p>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</p> <p>Advocates for outcomes that reflect the culture, values and ethical concerns</p>	<p>Indicator 1</p> <p>Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>	<p>Indicator 1</p> <p>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</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 2</p> <p>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</p> <p>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</p> <p>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</p> <p>Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</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 3</p> <p>Interprets the diagnoses or issues to the student, family, and appropriate school staff</p>	<p>Indicator 3</p> <p>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>	<p>Indicator 3</p> <p>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>	<p>Indicator 3</p> <p>Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations</p>
<p>Indicator 4</p> <p>Engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p>	<p>Indicator 4</p> <p>Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p>	<p>Indicator 4</p> <p>Modifies expected outcomes based on the evaluation of the status of the student and the situation</p>	<p>Indicator 4</p> <p>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>	

<p>STANDARD 6</p> <p>The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice</p>	<p>STANDARD 7</p> <p>The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one's own nursing practice</p>	<p>STANDARD 8</p> <p>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</p>	<p>STANDARD 9</p> <p>The school nurse integrates evidence and research findings, contributing to quality nursing practice</p>	<p>STANDARD 10</p> <p>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</p>
<p>Indicator 1</p> <p>Conveys accurate information in appropriate formats for students and families</p>	<p>Indicator 1</p> <p>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 1</p> <p>Assesses student care needs and resources available to achieve desired outcomes</p>	<p>Indicator 1</p> <p>Uses current evidence-based nursing knowledge, including research findings, to guide practice</p>	<p>Indicator 1</p> <p>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.</p>
<p>Indicator 2</p> <p>Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications</p>	<p>Indicator 2</p> <p>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</p>	<p>Indicator 2</p> <p>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.</p>	<p>Indicator 2</p> <p>Identifies problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes.</p>	<p>Indicator 2</p> <p>Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community.</p>
<p>Indicator 3</p> <p>Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care</p>	<p>Indicator 3</p> <p>Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations</p>	<p>Indicator 3</p> <p>Coordinates creation and implementation of the emergency action plan and disaster preparedness plans.</p>	<p>Indicator 3</p> <p>Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services</p>	<p>Indicator 3</p> <p>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</p> <p>Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources</p>	<p>Indicator 4</p> <p>Adheres to the guidance about professional practice as specified in School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses</p>	<p>Indicator 4</p> <p>Promotes a safe and healthy workplace and professional practice environment</p>	<p>Indicator 4</p> <p>Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness</p>	<p>Indicator 4</p> <p>Engages in teamwork as a team player and team builder</p>

Teachers and Leaders Council Minutes

- October 7:
 - Marissa McClish from Washoe County expressed concern regarding the Speech Language Pathologist and School Nurse rubric stating that they contain indicators that do not have an option for a score of 4.
 - Yvonne Chaves from Clark County expressed concern regarding the School Nurse Rubric, stating that the cut score of 3.6 will not be achieved due to unrealistic expectations identified in the level 4. Not all nurses will have the opportunity to get a level 4 based on their assignment and responsibilities. The school nurse work group will need to redesign the NEPF evaluation to make the highly effective level 4 more realistic and obtainable
- November 28:
 - NEPF Implementation Updates made by Member Collins stated that the Department has received emails regarding concerns with OLEP using the same score ranges as teachers. Specifically, a score of 4 is not attainable for some indicators on the School Nurse evaluation tools, and thus the recommended highly effective range may not be valid for them.
- January 9:
 - Yvonne Chaves, school nurse representative, clarified that the concern for nurses is that the standards are so stringent that they are not able to achieve a score of four and the quality of work is not represented by the rubric. She stated that nurses would like to modify their rubric and tool to update. The issue is not the same as the SLPs.

2019 School Nurse Check-Ins

- School Nurses: 3/18/19
- School Nurse Coordinators: 4/23/19

Summary:

- Many felt it was a lot of work, but valuable
- Level four language does not exist and/or was unattainable for nurses in practice
- Indicator level language can come across as vague requires additional explanation to evaluators
- Multiple indicators addressing similar concepts inadvertently gives certain responsibilities more weight than others

Level 4 Updates

- See meeting material handout

Requested Action

- Revise indicators to insure that a level 4 is attainable
- Revise indicators addressing similar concepts to ensure that the weight given to indicators accurately reflects the work of school nurses in practice
- Add additional language to performance levels to ensure clarity of language that recognizes exceptionalism and allows for the use of ineffective or developing rating in line with professional judgement

Possible Motion

- Approve the level four language provided for the 2019-2020 school year
- Approve the reconvening of the School Nurse workgroup to update their rubrics, indicators, and level language for approval prior to the 2020-2021 school year.