

Standard 1: Assessment

The school health nurse collects, analyzes and synthesizes comprehensive data to identify student health needs and nursing diagnosis.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Collects and analyzes data to identify student health needs.	Fails to collect, prioritize, document, and/or evaluate individual and collective student health data.	With direction, supervision and consultation collects, prioritizes, documents, and evaluates individual and collective student health data. Beginning to exercise sound clinical judgment.	Independently collects, prioritizes, documents and evaluates individual and collective student health data guided by sound clinical judgment.	Demonstrates continuing search for best practices and anticipates student/staff needs. Prioritizes data collection and analyzes/synthesizes the data in all situations through a variety of modalities.
1.2 Uses appropriate evidence-based assessment techniques, instruments, and tools to determine nursing diagnosis and create health plan.	Inconsistently performs skilled nursing physical assessments and health history summaries/plans are incomplete.	Displays basic knowledge of skilled nursing physical assessment techniques. Compares and contrasts clinical findings to write health history summaries/plans with peer support.	Uses skilled nursing physical assessment techniques. Compares and contrasts clinical findings with normal and abnormal variations to write health history summaries/plans.	Demonstrates advanced clinical knowledge, research and continuing education reflected in student management and written health history summaries/plans.
1.3 Collaborates with family, staff and health care providers as needed to validate data.	Unable to develop relevant, accurate individual health management plan.	Develops individual health management plan with minimal input from family, staff and health care providers.	Using assessment, communication, and collaboration is able to verify health information and use it to write individualized health management plans.	Able to recognize variables in the school setting necessitating critical analysis and interventions to intercede with appropriate family/staff/providers when needed.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • How does the nurse gather information? • Does the nurse complete an assessment? • Does the nurse confer with the family? • Are tools, techniques, and instruments appropriate to the development of individualized health plans? • How do the students' families feel about the health care support received? 	<ul style="list-style-type: none"> • Assessment and worksheets specific to diagnosis in records • Documentation of assessment, obtains releases and appropriate medical records • Health Management Plan updated annually • Parent, family, and staff surveys

Standard 2: Planning

The school health nurse develops a plan that provides a continuum of care for general and special education population students to maximize their optimal health/educational potential.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Uses evidence-based information to develop student health plan that includes emergency provisions.	Does not obtain and/or uses inappropriate information resulting in ineffective interventions.	With input from health colleagues, refers to evidence-based information in development of individualized health plan and identifies interventions for each health/safety concern in that plan.	Refers to evidence-based information in development of individualized health plan and identifies interventions for each health/safety concern in that plan.	Anticipates and proactively provides plans for students who may need adaptations in their learning environment/schedule or care routines.
2.2 Uses the student plan priorities with student/staff to provide direction to other members of the student team.	Unable to identify student plan priorities; therefore, cannot provide direction to the student team.	Attends conferences with student/family/team and interdisciplinary groups, but requires support to establish strategies that direct care provided by staff.	Participates in conferences with student/family/team and interdisciplinary groups to establish strategies that direct care provided by staff.	N/A
2.3 Utilizes an efficient system to appropriately document care.	Does not maintain student health records and plans.	Inconsistently maintains student health records and plans using appropriate documentation tools, forms and professional nursing notes.	Consistently maintains student health records and plans using appropriate documentation tools, forms and professional nursing notes.	Proactive in reviewing documentation tools and creating more effective methods/tools.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the nurse create a Health Management Plan that is specific to the student's needs? • Does the nurse share the Health Management Plan at meetings and with appropriate staff? • Does the nurse document communications and interventions in a timely, accurate, succinct, and user-friendly manner? 	<ul style="list-style-type: none"> • Appropriate tools are utilized to develop an individualized Health Management Plan • Nurse attends meetings (e.g., IEP, re-evaluation, 504) and distributes Health Management Plan • Current health information is reflected on face sheet • Stats verify documentation/Health Management Plan updates

Standard 3: Implementation

The school health nurse implements the interventions identified in the plan of care.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Provide school staff training for the purpose of maintaining student safety and meeting health needs.	Unable to/does not identify areas of need for staff training and is not recognized as resource for health issues.	With input from health colleagues, identifies areas of need for staff training to provide basic information related to student health and safety.	Independently assesses areas of need for training to provide effective, evidence-based health information.	Assesses need for and develops new tools for training. Reviews current training options and modifies them to reflect current evidence-based content.
3.2 Provide nursing task delegation for the purpose of maintaining student safety and meeting health needs.	Demonstrates lack of knowledge of nursing delegation standards.	While aware of Oregon State Board of Nursing Delegation Rules needs help from colleagues, to identify nursing tasks that are delegated by Salem Keizer nurses.	Implements Oregon State Board of Nursing Division 47 Delegation Standards to delegate a variety of nursing tasks.	N/A
3.3 Coordinates and conducts appropriate health screenings.	Demonstrates lack of knowledge related to mandated school health screenings. Unable to conduct an independent screening.	Able to organize, conduct and document screenings with assistance from a peer.	Organizes and performs accurate health screenings and assesses abnormalities. Documents results accurately and provides referrals as needed.	Mentors new school nurses in health screenings. Mentors health occupational students by broadening their information as to the role of a school nurse in conducting screenings. Identifies resources for vision care.
3.4 Provides competent, evidence based nursing care.	Does not use nursing process to identify health concern or develop plan. Knowledge deficit related to student illnesses/injuries.	Has rudimentary knowledge of nursing process and ability to identify student health concerns. Unable to independently create a plan of care.	Uses nursing process to identify health concerns, then develops and implements health management plan. Evaluates student outcomes. Oversees delivery of interventions and supervises activities of care providers. Provides care to ill and injured students/staff according to standards of care.	Develops policies, procedures and practice guidelines to improve the quality of care ...and/or initiates changes in nursing practice at the district level ...and/or conducts and implements research to support evidence-based nursing practice.

Standard 3: Implementation *(continued)*

The school health nurse implements the interventions identified in the plan of care.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.5 Documents nursing interventions in the appropriate health and educational records according to school district protocol.	Documentation on student is in disarray or incomplete.	Documentation on student is not completed in a timely manner, may be inaccurate, or is ineffective in relating information.	Documentation is effective, accurate, timely, and complete. Maintains individual health records, training rosters and delegation training forms.	Develops methods of tracking and documenting that facilitates ease of sharing information and/or creates opportunities for students/families to contribute information for maintenance of the student's records and to participate in health plan updates.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • After determining specific training needs, does the nurse utilize nursing process, Health Management Plan, and delegation of paperwork accurately and appropriately? • Are mandated and requested screenings completed, referrals made and documented? • Does the nurse provide state-mandated (epi, glucagon, med) and other training? 	<ul style="list-style-type: none"> • There are individual training records on file • Delegation documentation forms per Oregon State Board of Nursing (OSBN) standards are on file • Appropriate screening results are documented and submitted on time and as per state or district protocol • Student health records are accurate and complete

Standard 4: Evaluation

The school health nurse evaluates student progress toward attainment of outcomes.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Examines effectiveness of the health plan to determine if outcomes were met.	Does not know if nursing process was effective or achieved its goals or misjudged the success for the health plan.	Makes a generally accurate assessment of nursing process effectiveness and the extent to which health plan goals were met.	Makes an accurate assessment of nursing process effectiveness and the extent to which it achieved its goals and can cite outcomes to support judgment.	Develops systems for outcome evaluation and/or conducts and shares research to advance the school nurse practice.
4.2 Revises student's health plan as appropriate.	Unable to share how a health management plan may be improved.	Reviews most current data and with direction updates health management plan. Unable to share rationale for changes.	Reviews and assimilates most current data and updates health management plan using comprehensive nursing process. Bases changes on evidence-based practice and is able to share rationale with others.	Aggregates data from student outcomes to effect change to policies and procedures. Promotes school health programs that support student learning and healthy development.
4.3 Utilizes data collected from student outcomes to promote health and learning.	Unable to evaluate or use student outcomes to develop educational opportunities.	Requires direction and support to evaluate student outcomes or create educational activities to improve outcomes.	Evaluates outcomes and identifies areas of health education that are necessary. Provides education as needed to student, staff and families.	Forecasts upcoming school needs and creates training opportunities designed to enhance staff knowledge, promote health and well-being, and mitigate negative outcomes.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the nurse individualize and revise Health Management Plan (HMP) when health or social changes occur? • Does the nurse evaluate outcomes or plan to make changes? • Does the nurse provide or make recommendations for health education? 	<ul style="list-style-type: none"> • There is a comprehensive Health Management Plan (HMP) which supports student's health and safety in school • Documentation of care is complete, accurate, and delivered in a completed and timely manner.

Standard 5: Professionalism and Ethical Practice

The school health nurse maintains professional nursing practice standards in relation to relevant statutes, rules, and regulations and integrates ethical provisions in all areas of practice.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Provides leadership in the provision of health care while adhering to federal and state laws, rules, and district policy or procedural mandates.	Does not exhibit knowledge and/or comply with federal and state laws, rules, and/or district policy or procedural mandates.	With direction/assistance of peers can reference information from district policies, Oregon State Board of Nursing Nurse Practice Act and federal mandates. Seeks guidance from peers related to appropriate nursing tasks that can be delegated.	Adheres to district policies, Oregon State Board of Nursing Nurse Practice Act (including delegation) and federal mandates.	Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level.
5.2 Supports a positive and culturally aware learning environment while adjusting to changing conditions in unexpected situations.	Unable to recognize variations in student health needs. Has limited knowledge of cultural diversity.	Inconsistently demonstrates flexibility within their practice, including knowledge of a variety of cultures and consultation with interdisciplinary teams.	Consistently demonstrates flexibility within their practice, including knowledge of a variety of cultures and consultation with interdisciplinary teams.	Proactively participates in cultural diversity trainings and is able to apply learned information. Anticipates situations that may develop within their nursing practice and is able to triage them effectively.
5.3 Maintains current evidence based content knowledge and nursing practices.	Does not participate in activities to remain current in school health practice.	Involved in educational activities related to school health practice, but is unable to effectively apply pertinent information.	Stays abreast of current health and nursing issues and applies knowledge and current research to their practice.	Initiates innovative ideas that improve practice/program. Develops and presents training materials for colleagues and staff, and/or conducts and implements research to support evidence-based nursing practice.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Does the nurse practice within the Oregon State Board of Nursing Standards, District procedures, and federal mandates? • Does the nurse incorporate knowledge of different ethnic/cultural backgrounds into their practice? • Does the nurse participate in educational opportunities/updates? • Does the nurse maintain and promote confidentiality? 	<ul style="list-style-type: none"> • HIPAA & FERPA regulations are adhered to. • The nurse modifies care/training to incorporate student’s ethnic/cultural needs • The nurse maintains record of educational activities such as reading educational materials, attending team meetings, webinars, reading nursing periodicals • The nurse practices confidentiality when communicating via e-mails, social media, telephone, and at staff training events

Standard 6: Communication/Coordination of Care

The school health nurse communicates with the student, family, staff, and health care provider(s) regarding student care and the school nurse's role in care delivery.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 Utilizes effective communication in a respectful positive manner regarding student care within the educational setting.	Unable to communicate effectively with peers, students, families, staff or health care provider(s).	Limited communication with students, family, staff and healthcare provider(s) that is ineffective in relating concerns.	Consistently and effectively communicates with the student, family, staff and health care provider(s) regarding student care.	Provides leadership in training other nurses in effective communication skills.
6.2 Using nursing assessment skills and nursing process, is able to evaluate health needs and communicate appropriate medical advice to student, staff and families.	Unaware of student and staff needs. Lacks base of knowledge to offer medical advice.	Advice is based on limited professional knowledge without using available triage tools.	Professional, concise and accurate advice is provided using nursing process, current knowledge and available triage tools.	Develop triage and advice guidelines with other health providers and agencies for use in the school setting.
6.3 Knows the procedure for referral to community agencies and medical facilities and refers as needed.	Cannot identify need for a referral. Unaware of resources available through the school or community. Does not assist student, family or staff in accessing care.	Recognizes need for referral, but lacks awareness of resources available through the school or community. Requires peer support to assist student, family or staff in accessing care.	Identifies need and completes the process for referral. Assists student, family or staff in accessing care.	After utilizing known sources, independently seeks other means for securing appropriate care.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> • Are “Release of Information” forms obtained? • Does the nurse communicate effectively and have a good working relationship with team, family, and other professionals? • Can another nurse easily assume responsibility for the caseload? • Does the nurse use all available resources to offer concise, accurate advice and make referrals? 	<ul style="list-style-type: none"> • Documentation reflects effective communication, student outcomes, and referrals • Caseloads are effectively transferred • Positive outcomes occur for staff/students who have utilized nursing services • The nurse is involved with SST, YST, IEP, 504 meetings (as appropriate)