

| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 1a: Demonstrating knowledge of field and practice | The school nurse demonstrates little or no understanding of medical knowledge and nursing techniques. | The school nurse demonstrates basic understanding of medical knowledge and nursing techniques. | The school nurse demonstrates understanding of medical knowledge and nursing techniques to support students in the school setting. | The school nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques that empowers individual students to improve their health status in the school setting. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse demonstrates little or no understanding of health history components. -The school nurse demonstrates little or no understanding of health conditions. -The school nurse has little or no knowledge of first aid measures and general emergency guidelines while responding to an emergency situation in the school setting. -The school nurse assessments are inaccurate and medical knowledge is not founded on evidence based data. | <ul style="list-style-type: none"> -The school nurse demonstrates basic understanding of health history components. -The school nurse demonstrates basic understanding of health conditions. -The school nurse uses basic knowledge of first aid measures and general emergency guidelines while responding to an emergency situation in the school setting. -The school nurse assessments are basic or minimal. Medical knowledge is basic and may not be based on current practice. | <ul style="list-style-type: none"> -The school nurse demonstrates consistent understanding of health history components. -The school nurse demonstrates the understanding of student health conditions. -The school nurse uses knowledge of first aid measures and general emergency guidelines while responding to an emergency situation in the school setting. -The school nurse assessments are accurate and thorough. Medical knowledge is current and consistently reflects best practice standards. | <ul style="list-style-type: none"> -The school nurse demonstrates a deep and thorough understanding of the health history components and collaborates with the individual student to identify health concerns which impacts learning. -The school nurse demonstrate a deep and thorough understanding of health conditions and collaborates with the individual students to empowers the student to manage their health status. -The school nurse has a deep and thorough knowledge of first aid measures and emergency guidelines that ensures the safety of all individuals in an emergency situation in the school setting. -After the emergency situations is resolved the nurse debriefs with the individual which empowers the individual student to prevent further emergency situations from occurring in the school setting. -Assessments are thorough and |

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| | | | | <p>accurate and utilize evidence-based assessment techniques, instruments and tools.</p> <p>-Knowledge of the nursing process shows synthesis and evaluation of the information based on evidence based data. Medical knowledge reflects current best practice standards and is shared with teachers and staff.</p> |
| <i>Possible Examples</i> | <p><i>-The IEP health histories and health components have little or no health information.</i></p> <p><i>-The school nurse has little or no knowledge of the disease process which affects students.</i></p> <p><i>-The school nurse does not respond appropriately in emergency situations, fails to delegate responsibility and appears anxious.</i></p> <p><i>-The school nurse does not ask any questions while assessing a medical situation.</i></p> <p><i>And others...</i></p> | <p><i>-The IEP health histories and health components are completed at a basic level.</i></p> <p><i>-The school nurse demonstrates basic knowledge of the disease process which affects students.</i></p> <p><i>-The school nurse responds appropriately but is unable to delegate responsibilities in an emergency situation.</i></p> <p><i>-The school nurse asks basic questions while assessing a medical situation.</i></p> <p><i>And others...</i></p> | <p><i>-The IEP health histories and health components are completed.</i></p> <p><i>-The school nurse demonstrates knowledge of the disease process which affects students.</i></p> <p><i>-The school nurse responds appropriately and delegates responsibilities in an emergency situation, while remaining calm.</i></p> <p><i>-The school nurse implements the plan of treatment.</i></p> <p><i>The school nurse asks accurate and thorough questions while assessing a medical situation.</i></p> <p><i>And others...</i></p> | <p><i>-The IEP health histories and health update components are thoroughly completed with great detail.</i></p> <p><i>-The school nurse has a deep and thorough understanding of the disease process which affect the students.</i></p> <p><i>-The school nurse responds in a highly appropriate manner and seamlessly delegates responsibilities to address multiple needs, while remaining extremely calm in an emergency situation.</i></p> <p><i>-The school nurse asks accurate and thorough questions aided by the use of instruments and tools, while assessing a medical situation.</i></p> <p><i>And others...</i></p> |

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| 1b: Demonstrating Knowledge of Students | The school nurse displays little or no understanding of the characteristics of normal, delayed, and atypical patterns of human development and their impact on learning | The school nurse partially understands the characteristics of normal, delayed, and atypical patterns of human development and their impact on learning. | The school nurse displays an accurate understanding of the characteristics of normal, delayed, and atypical patterns of human development and their impact on student learning. | In addition to displaying an accurate understanding of the characteristics of normal, delayed, and atypical patterns of human development and their impact on learning, the nurse displays knowledge of the extent to which individual students follow these general patterns. The nurse shares the information about these patterns reflecting the interrelationship of adolescent physical, emotional, social, and intellectual growth with appropriate staff to further their knowledge as they build supports for all students. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse has minimal or no understanding of the principles of anatomy and physiology. -The school nurse has minimal or no understanding of the interrelationship of physical, emotional, social and intellectual growth during adolescence and its impact on learning. -The school nurse does not recognize the development and emotional levels of the needs of all students. | <ul style="list-style-type: none"> -The school nurse demonstrates basic understanding of anatomy and physiology. -The school nurse demonstrates basic understanding of the physical, emotional, social, and intellectual growth during adolescence and its impact on learning. -The school nurse lacks understanding in the development of physical, emotional, social and intellectual needs of students. | <ul style="list-style-type: none"> -The school nurse understands the principles of anatomy and physiology. -The school nurse understands the interrelationship of physical, emotional, social, and intellectual growth during adolescence and its impact on learning. -The school nurse recognizes the development and emotional levels of the needs of all students. | <ul style="list-style-type: none"> -The school nurse has a deep and thorough knowledge of anatomy and physiology. -The school nurse has a deep and thorough understanding of physical, social, and intellectual growth during adolescence and its impact on learning. -The school nurse has a deep and thorough understanding of the development and emotional levels of all students. |
| <i>Possible Examples</i> | <ul style="list-style-type: none"> <i>-The school nurse poorly assesses the student and does not recognize abnormalities related to anatomy and physiology.</i> <i>-The school nurse does not</i> | <ul style="list-style-type: none"> <i>-The school nurse basically assesses the student and does not always recognize abnormalities related to anatomy and physiology.</i> <i>-The school nurse reviews some</i> | <ul style="list-style-type: none"> <i>-The school nurse properly assesses the student and recognizes abnormalities related to anatomy and physiology</i> <i>-The school nurse reviews all incoming and transfer students'</i> | <ul style="list-style-type: none"> <i>-The school nurse thoroughly assesses the student and recognizes all abnormalities related to anatomy and physiology.</i> <i>-The school nurse thoroughly</i> |

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| | <p><i>review any of the incoming and transfer students' health records.</i> <i>-The school nurse does not adjust care based on the students' developmental and emotional needs and does not utilize developmentally appropriate language.</i> <i>And others...</i></p> | <p><i>of the incoming and transfer students' health records.</i> <i>-The school nurse minimally adjusts care based on the students' developmental and emotional needs and minimally utilizes developmentally appropriate language.</i> <i>And others...</i></p> | <p><i>health records.</i> <i>-The school nurse adjusts care based on the students' developmental and emotional needs by utilizing developmentally appropriate language.</i> <i>And others...</i></p> | <p><i>reviews all incoming and transfer student health records, and calls the doctor's office with questions.</i> <i>-The school nurse always adjusts care based on the students' developmental and emotional needs by utilizing developmentally appropriate language and other tools or instruments to communicate.</i> <i>And others...</i></p> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 1c: Setting goals and outcomes | The school nurse has no clear | The school nurse's goals for the | The school nurse's clearly written | The school nurse's clearly written |

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| | goals for the nursing program or they are inappropriate to the situation in the school and to the age and diverse characteristics of all students. | nursing program are rudimentary and only partially appropriate to the situation in the school and to the age and diverse characteristics of all students. | goals for the nursing program are appropriate to the situation in the school and to the age and diverse characteristics of all students. | goals for the nursing program are highly appropriate to the situation in the school and to the age and diverse characteristics of individual students and have been developed following consultations with students, parents, or staff. |
| Critical Attributes | <p>The school nurse has no understanding of the requirements embedded in the Individual Education Plan for special needs students. The school nurse's goals do not recognize the diverse needs of different cultures and are inappropriate to cultural sensitivity in addressing those needs.</p> <p>The school nurse's plan does not address the unique clinical standards of care in the school which addresses the needs of a specific school populations.</p> | <p>The school nurse has a basic understanding of the needs of the students, staff, and parents. school nurse occasionally anticipates the needs of the school population.</p> <p>Only some of the school nurse's goals recognize the diverse needs of different cultures and maintains cultural sensitivity in addressing of those needs.</p> <p>The school nurse's plan inadequately addresses the unique clinical standards of care in the school which addresses the needs of a specific school populations</p> | <p>The school nurse displays understanding of the requirements embedded in the Individual Education Plan for special needs students.</p> <p>The school nurse's goals recognize the diverse needs of different cultures and maintains cultural sensitivity in the addressing of those needs.</p> <p>The school nurse's plan addresses the unique clinical standards of care in the school which addresses the needs of specific school populations.</p> | <p>The school nurse contributes to the development and monitoring of health needs identified in the Individual Education Plans for individual students.</p> <p>The school nurse's goals recognize the diverse needs of different cultures and maintains cultural sensitivity in the addressing of the needs of individual students.</p> <p>The school nurse's plan addresses the unique clinical standards of care in the school which addresses the needs of specific school populations and individualizes that care.</p> |
| Possible Examples | <p><i>-The school nurse rarely or never sets health goals to reflect the needs of the school community. The school nurse does not offer any health events to promote wellness of the school.</i></p> <p><i>-The school nurse does not anticipate the needs of the students, staff and school community.</i></p> <p><i>And others...</i></p> | <p><i>-The school nurse sets some health goals to reflect the needs of the school community. The nurse offers information regarding health events to the community.</i></p> <p><i>-The school nurse rarely anticipates the needs of the student, staff and school community.</i></p> <p><i>And others...</i></p> | <p><i>-The school nurse sets health goals that reflect the needs of the school community. The school nurse offers opportunities for health events to the school community.</i></p> <p><i>-The school nurse anticipates the needs of the student, staff and school communities and implements plans to address these needs.</i></p> <p><i>-The school nurse addresses hygiene concerns with individual students.</i></p> | <p><i>-The school nurse consistently sets health goals to reflect the needs of the school community, such as having health events to promote the wellness of the school.</i></p> <p><i>-The school nurse is able to anticipate the needs of the student, staff, and school community based on input from others and a variety of health needs assessments and works with the SPS team to develop needed programs and initiatives.</i></p> |

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| | | | <i>And others...</i> | <i>And others...</i> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 1d: Demonstrating knowledge of resources | The school nurse displays little or no awareness of governmental regulations and resources for | The school nurse displays limited awareness of governmental regulations and resources for | The school nurse displays awareness of governmental regulations and resources for | The school nurse demonstrates extensive knowledge of governmental regulations and |

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| | students available through the school and/or district. | students available through the school or district but has no familiarity with resources external to the school. | students available through the school and/or district and some familiarity with resources external to the school. | persistently seeks resources available through the school, district or community to assist individual students. |
| Critical Attributes | <p>-The school nurse incorrectly identifies connections in district policies, state regulations, and available resources and inconsistently applies this information in practice.</p> <p>-The school nurse is unable to provide the family with any outside resources to obtain necessary health services.</p> | <p>-The school nurse inconsistently identifies connections in district policies, state regulations, and available resources and inconsistently applies this information in practice.</p> <p>-The school nurse has a list of a few resources for health services which are available to students.</p> | <p>-The school nurse demonstrates knowledge of governmental regulations from the Illinois Department of Health and the Illinois school Board of Education.</p> <p>-The school nurse demonstrates knowledge of immunization requirements.</p> <p>-The school nurse demonstrates knowledge of external resources such as immunization clinics, mental health, vision and hearing, dental and local medical agency. The school nurse provides this information to parents.</p> | <p>-The school nurse demonstrates extensive knowledge of governmental regulations from the Illinois Department of Health and the Illinois School Board of Education.</p> <p>-The school nurse demonstrates knowledge of immunization requirements and persistently seeks resources to assist the students with obtaining immunizations.</p> <p>-The school nurse has an extensive knowledge of external resources available to the students and community and assists the students and families with accessing the needed medical services.</p> |
| Possible Examples | <p><i>-The school nurse does not follow IDPH and ISBE regulations.</i></p> <p><i>-The school nurse does not obtain consent from parents and does not send letters to IDPH. The school nurse does not use ICARE or have an ICARE password.</i></p> <p><i>-The school nurse has no resources for physicals, immunizations, dental van, and eye exams to share with parents. And others...</i></p> | <p><i>-The school nurse inconsistently follows IDPH and ISBE regulations by maintaining compliance throughout the school.</i></p> <p><i>-The school nurse is delayed in obtaining parental consent and sending letters to IDPH.</i></p> <p><i>-The school nurse will occasionally use ICARE to locate incomplete immunization records.</i></p> <p><i>-The school nurse has a list of resources for physicals, immunizations, dental van, and eye exams but does not share</i></p> | <p><i>-The school nurse follows IDPH and ISBE regulations by maintaining compliance throughout the school.</i></p> <p><i>-The school nurse obtains parental consent and sends letter to IDPH when a student's immunization schedules require approval.</i></p> <p><i>-The school nurse utilizes ICARE to locate incomplete immunizations records.</i></p> <p><i>-The school nurse provides a list of resources for physicals, immunizations, dental van, and eye exams to the families.</i></p> | <p><i>-The school nurse is very consistent in following IDPH and ISBE regulations by maintaining compliance throughout the school.</i></p> <p><i>-The school nurse explains the rules and regulations regarding the reason for consent, when IDPH letter returns, the school nurse informs parent and sends a copy of the letter home.</i></p> <p><i>-The school nurse always utilizes ICARE to locate incomplete immunizations, prior to sending out letters.</i></p> <p><i>-The school nurse provides a list</i></p> |

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| | | <p><i>with parents. And others...</i></p> | <p><i>And others...</i></p> | <p><i>of resources for physicals, immunizations, dental van, and eye exams and will help provide assistance to the parents schedule appointments. -The school nurse contacts physicians to assist parents with obtaining services. And others...</i></p> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 1e: Designing Delivery of Services | The school nurse's plan for the nursing program is incomplete, poorly designed, and/or does not | The school nurse designs a plan for the nursing program integrated within the regular | The school nurse designs a plan for the nursing program integrated within the regular | The school nurse plan for the nursing program is highly developed, well integrated within |

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| | address the needs of students. | school program that serves groups of students, including those students with diverse medical needs. | school program that serves both individuals and groups of students, including those students with diverse medical needs. | the regular school program that serves both individuals and groups of students, including those students with diverse medical needs, and supports the broader educational program. |
| Critical Attributes | -The school nurse has no individual plans (health care plan, iep, 504) . -The school nurse has no designed plans to support groups of student. | -The school nurse has minimal individual plans (healthcare plans, IEP, 504) which are shared with teachers and staff. -The school nurse has designed basic or incomplete plans to support groups of student. | -The school nurse designs individual plans (health care plan, iep, 504,) that are shared with teachers and staff to support the student in the educational environment. -The school nurse designs plans to support groups of students to promote health awareness and illness prevention. | -The school nurse designs highly effective and thoroughly integrated individual plans(healthcare plans,504, IEPs) that are shared with teachers and staff to support the broader educational program -The school nurse designs highly effective plans to support individuals and groups of students in order to promote health awareness and illness prevention which support the broader educational program.. |
| Possible Examples | <i>-The school nurse's plan for the nursing program is incomplete, poorly designed, and/or does not address the needs of students. And others...</i> | <i>-The school nurse designs a plan for the nursing program integrated within the regular school program that serves groups of students, including those students with diverse medical needs. And others...</i> | <i>-The school nurse designs a plan for the nursing program integrated within the regular school program that serves both individuals and groups of students, including those students with diverse medical needs. And others...</i> | <i>-The school nurse plan for the nursing program is highly developed, well integrated within the regular school program that serves both individuals and groups of students, including those students with diverse medical needs, and supports the broader educational program. And others...</i> |

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| 1f: Designing assessment plans | The school nurse has no plan to evaluate the nursing program or resists suggestions that such an | The school nurse designs a basic assessment plan to evaluate the nursing program. | The school nurse designs an organized assessment plan to evaluate the nursing program | In consultation with the administrative team, the school nurse designs a highly organized |

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| | evaluation plan is important. | The plan lacks clear goals or does not identify the evidence to be collected, nor does it specify the degree to which the goals have been met. | which details clear goals, the evidence to be collected, and the degree to which the goals have been met. | and sophisticated assessment plan to evaluate the nursing program which details clear goals, the evidence to be collected, and the degree to which the goals have been met. The plan includes a reflection process that supports ongoing improvement and proactive problem-solving. |
| Critical Attributes | <p>-The school nurse does not design an assessment plan and has no clear goals that ensures the health, wellness, and safety of students to support their learning needs.</p> <p>-The school nurse does not design an assessment plan and is resistant to suggestions to design an assessment plan.</p> | <p>-The school nurse designs a basic assessment plan with incomplete or inconsistent goals to support student learning.</p> <p>-The school nurse has designed a basic or incomplete plan to evaluate the assessment plan which has limited provisions for documenting and tracking evidence for medical encounters.</p> | <p>-The school nurse designs an assessment plan with clear goals that ensures the health, wellness, and safety of students to support their learning needs.</p> <p>-The school nurse designs an assessment plan that includes provisions for collecting, documenting, and tracking accurate evidence for each medical encounter.</p> <p>-The school nurse designs an assessment plan with clear indicators of the level of meeting the goal.</p> | <p>-The school nurse designs a highly organized and sophisticated assessment plan that ensures the health, wellness and safety of students to support their learning needs.</p> <p>-The school nurse continually reflects upon the assessment plan in order to anticipate and resolve problems.</p> <p>-The school nurse has a highly organized and sophisticated assessment plan that includes provisions for collecting, documenting and tracking accurate evidence for each medical encounter.</p> |
| Possible Examples | <p><i>-The school nurse does not communicate students' health concerns with teachers.</i></p> <p><i>-The school nurse does not accurately log medications.</i></p> <p><i>-The school nurse frequently forgets to chart on students.</i></p> <p><i>And others...</i></p> | <p><i>-The school nurse sends basic health information to teachers and does not provide updates throughout the school year.</i></p> <p><i>-The nurse inconsistently tracks medications and does not notify the family when the student is running out of medications.</i></p> <p><i>-The school nurse inconsistently tracks students' visits to the health office and does not thoroughly chart.</i></p> | <p><i>-The school nurse notifies teacher of student health concerns.</i></p> <p><i>-The school nurse communicates concussions, PE restrictions with teachers.</i></p> <p><i>-The school nurse keeps accurate medication logs.</i></p> <p><i>-The school nurse accurately tracks students' visit and thoroughly charts.</i></p> <p><i>And others...</i></p> | <p><i>-The school nurse sends periodic updates to teachers notifying them of any changes in students health status.</i></p> <p><i>-The school nurse accurately logs medications and notifies the parents of any side effects or compliance issues.</i></p> <p><i>-The school nurse accurately tracks students' visits to the health office and discusses any trends with the students to</i></p> |

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| | | <i>And others...</i> | | <i>identify ways to improve the student attendance in class. And others...</i> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 2a: Creating an environment of respect and rapport | The school nurse's interactions with at least some students, staff, or parents are negative, | The school nurse's interactions are generally appropriate and free from conflict, but may | The school nurse's interactions with students, staff, and parents are positive and caring and are | The school nurse's interactions with students, staff, and parents are very positive and highly |

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| | inappropriate and insensitive to cultural and developmental differences. | occasionally reflect insensitivity or lack of responsiveness to cultural or developmental differences of students, staff, and parents. | respectful of the cultural and developmental differences of students, staff, and parents. | respectful of the cultural and developmental differences of each individual person. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse is disrespectful to students, staff, and parents. -The school nurse disregards disrespectful interactions among students while in the health office. -The school nurse displays no familiarity with, nor cares about student, staff, or parent. -The student's body language indicates feelings of disrespect or insecurity. | <ul style="list-style-type: none"> -Interactions between the school nurse and student are uneven, with an occasional incident that demonstrates insensitivity or is disrespectful. -The school nurse attempts to respond to disrespectful interactions among students while in the health office. -The school nurse attempts to make connections with students, staff, and parents, but reactions by these persons, indicate that these attempts are not entirely successful. | <ul style="list-style-type: none"> -Interactions between the school nurse and others are respectful. -The school nurse makes general connections with students, staff, and parents. -The school nurse responds to disrespectful behavior in the health office. | <ul style="list-style-type: none"> -Interactions between the school nurse and other staff, students, and related family members are consistently positive and highly respectful, showing genuine concern for each individual. -The school nurse responds successfully to disrespectful behavior in the health office. |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse speaks rudely to students, staff, or parent. The school nurse does not correct disrespectful behavior between others in the health office. -The school nurse does not show any care nor compassion toward students, staff, or parent. Students, staff, or parent does not make eye contact with the school nurse and turns body away from nurse. And others... | <ul style="list-style-type: none"> -The school nurse may speak rudely to student, staff, or parent. The school nurse will respond to some disrespectful behavior between others in the health office. -The school nurse will show care and compassion toward some students, staff, and parents and not toward others, while in the health office at the same time. And others... | <ul style="list-style-type: none"> -The school nurse greets students, staff, or parents with a smile and speaks with respect. Students are respectful to each other while in the health office. -The school nurse will display genuine concern for students, staff, or parent by answering questions or concerns in ways for them to understand. And others... | <ul style="list-style-type: none"> -If the school nurse has had previous interactions with student, staff, or parent, the school nurse greets person by name. -Students show respect and compassion to others while in the health office, by asking another student, "are you okay?" -The school nurse will sit next to, touch the arm. or show that she truly cares for the student, staff or parent. And others... |

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| 2b: Establishing a culture and | The school nurse's practice does not represent a culture for | The school nurse's practice reflects only a minimal culture for | The school nurse's practice, represents a genuine culture for | The school nurse's practice actively promotes a culture in |

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| climate for learning | learning and is characterized by insufficient commitment to promoting health and safety for students and staff. | learning with little commitment to the promotion and enhancement of health and safety for students and staff. | learning with commitment to the promotion and enhancement of health and safety for students and staff. | which students and staff take responsibility for their own learning as they make informed decisions when faced with personal health choices. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse does not develop a plan to promote positive growth and learning for the students. -The school nurse does not become involved in a health screening follow-up. -The school nurse is unaware of health and safety in the school setting. | <ul style="list-style-type: none"> -The school nurse works inconsistently with parents and teachers to develop a plan that will promote positive growth and learning for the student and school. -The school nurse is inconsistently providing follow-up on health screenings. -The school nurse has limited awareness or competence in the role of health and safety | <ul style="list-style-type: none"> -The school nurse works consistently with parents and teachers to develop a plan that will promote growth and learning for the student and school. -The school nurse consistently provides follow-up on health screenings. -The school nurse is aware and competent regarding the role of health and safety. | <ul style="list-style-type: none"> -The school nurse work is very consistent with parents and teachers to develop a plan that will promote growth and learning for the student and staff. -The school nurse is very consistent in providing follow-up health screening. -The school nurse is highly aware and very competent in the role of health and safety. |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse does not inform students, staff and parents about health and wellness in the form of a newsletter. -The school nurse does not use a bulletin board. -The school nurse gets a negative response and an angry outburst from student, when asked to return to class after resting. -The school nurse has no relationship with students, staff, or parents. -The school nurse does not follow up on hearing and vision failures. And others... | <ul style="list-style-type: none"> -The school nurse occasionally informs students, staff, and parents about health and wellness in the form of newsletters. -The school nurse occasionally makes use of bulletin boards. -The school nurse will have an occasional negative response from a student, when the nurse asks the student to return to class after resting. -The school nurse does not have a good relationship with students, staff, and parents. -The school nurse will occasionally follow up on hearing and vision failures. And others... | <ul style="list-style-type: none"> -The school nurse informs students, staff, and parents about health and wellness in the form of newsletters. -The school nurse educates by using bulletin boards. -The school nurse has a good response from student, when the nurse asks the student to return to class after resting. -The school nurse has a good relationship with students, staff, and parents. -The school nurse does follow-up on hearing and vision failures. And others... | <ul style="list-style-type: none"> -The school nurse informs students, staff, and parents about health and wellness using newsletters, also informing of information and clinics in the community. -The school nurse changes the educational bulletin boards in the health office many times per school year and encourages students to participate. -The school nurse has a very good response from student, when the nurse asks the student to return to class with the reason the nurse feels they are able to go back to class. -The school nurse has a very good relationship with students, staff, and parents. -The school nurse will continue to follow up on hearing and vision failures, until most students that fail are seen by a doctor. |

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| 2c: Managing routines and | The school nurse establishes health | The school nurse establishes | The school nurse establishes | The school nurse establishes |

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| procedures and physical space | office routines and procedures that are either nonexistent or which result in ineffective delivery of health services. The school nurse's office makes poor use of physical space resulting in unsafe or inaccessible conditions for some students. Medications, supplies and records are not properly stored. | health office routines and procedures that function inconsistently, with some inefficiency of the delivery of health services. The school nurse's office is partially organized and health services are accessible to all students. Medications, supplies, and records are properly stored but unorganized. | health office routines and procedures which function smoothly, to support the effective and efficient delivery of health services. The school nurse's office is organized and health services are accessible to all students. Medications, supplies and records are properly stored and organized. | health office routines and procedures which function seamlessly and are highly effective and efficient for the delivery of health services. The school nurse's office is well organized and health services are accessible to all students, including those with special needs. Medications, supplies, and records are highly secured, and properly stored, and are highly well organized. |
| Critical Attributes | -The school nurse's office routines are nonexistent. -The school nurse arranges the room in an unsafe and ineffective environment. -Medications are not properly stored, unorganized and records are not accessible. | -The school nurse's office routines function inconsistently. -The school nurse arranges the room to facilitate safe and effective environment for most situations. -Medications are partially organized and records are somewhat organized and not easily accessible. | -The school nurse's office routines function smoothly. -The school nurse arranges the room to support effective and efficient delivery of health services. -The school nurse's office is organized. -Medications are organized and records are properly stored and accessible. | -The school nurse's office routines and procedures function seamlessly. -The school nurse arranges the room to support highly effective and efficient delivery for all situations -Medications, supplies and records |
| Possible Examples | <i>-Emergency cards are not accessible. -Tools used for assessing students are not easily accessible and are dirty. -Flow of the school nurse's office workspace does not function effectively or efficiently for delivery of health services. -Physician orders are difficult to find and medications are unorganized and not labeled. And others...</i> | <i>-Emergency cards are somewhat easily accessible -Tools used for assessing students are accessible. -Flow of the school nurse's office workspace functions somewhat effectively and efficient for delivery of health services. -Physician orders are in the same room as medications, but are not well organized or properly labeled. And others...</i> | <i>-Emergency cards are easily accessible. -Tools used for accessing students are easily accessible and clean. -Flow of the school nurse's office workspace functions effectively and efficient for delivery of health services. -Physician orders are in the same room as medications and accessible with the student medication properly stored and labeled. And others...</i> | <i>-Emergency cards are easily accessible and labeled with health issues and updated with new conditions. -Tools used for accessing students are easily accessible and clean. -Flow of the school nurse's office workspace functions highly effective and efficient for delivery of health services. -Physician orders are nearby to medications and easily accessible, with the student medication properly stored and labeled. And others...</i> |

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| 2d: Managing Student Behavior | The school nurse has not set clear expectations, does not monitor student behavior, and makes inappropriate responses to student misbehavior. | The school nurse makes an effort to establish standards of conduct for students and to monitor and respond to student misbehavior, but these efforts are inconsistently implemented. | The school nurse has established clear standards of conduct and responds to student misbehavior in ways that are consistent, appropriate, and respectful to students. | The school nurse has established very clear standards of conduct and responds to student misbehavior in ways that are consistent, appropriate, respectful, and sensitive to individual student needs. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse's office environment is chaotic, with no standards of conduct evident. -The school nurse does not monitor student behavior. -Some students disrupt other students that are trying to rest with an ineffective response. | <ul style="list-style-type: none"> -The school nurse attempts to maintain order in the health office. -The school nurse's response to student misbehavior is inconsistent; sometimes harsh, other times lenient. | <ul style="list-style-type: none"> -Standards of conduct appear to have been established and implemented successfully. -Overall student behavior is generally appropriate. -The school nurse frequently checks in with students while in the health office. -The school nurse's response to student misbehavior is effective. | <ul style="list-style-type: none"> -Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. -The school nurse frequently checks in with students and asks how they are feeling while in the health office. |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse says nothing to students, that are breaking rules. -The school nurse does not enforce rules in the health office. -The school does not check on students in the cot room. -Students are all over the health office with other students talking and opening the supply cabinet with no attempt by the nurse to stop them. -Students are talking loudly with each other while other students are trying to rest. The school nurse does not respond to students talking. And others... | <ul style="list-style-type: none"> -The school nurse repeatedly asks students to follow the rules. -Rules are enforced inconsistently for different students. -The school nurse will occasionally check on students in the cot room. -Students in the health office will on occasion open a supply cabinet without asking permission. And others... | <ul style="list-style-type: none"> -The school nurse asks a student only once to follow the rules. -Rules are consistently enforced for all students. -The school nurse looks in cot room on students that are resting. -Students ask permission to get supplies from cabinets. And others... | <ul style="list-style-type: none"> -The school nurse gives a nonverbal signal and the student corrects behavior and follows rules. -Rules are consistently enforced and students will correct other students that are not following rules. -The school nurse speaks privately to a student about misbehavior. -Students ask permission to get supplies from cabinets and if coming in daily for procedures, will address school nurse in appropriate manner. -The school nurse hears that some students are talking and being disruptive, without a word moves nearer to them; the talking stops. -The students remind other students of health office rules. And others... |

| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 3a: Communicating with Students | The school nurse communicates unclearly, unprofessionally and inaccurately to students both orally and in writing. The school nurse does not use appropriate spoken and written language for students' culture, language and developmental levels. The school nurse's interactions with students are haphazard and without purpose. | The school nurse does not consistently communicate clearly and accurately to students both orally and in writing. The school nurse consistently uses inappropriate spoken and written language for students' culture, language and developmental levels. The school nurse's interactions with students are general, unpredictable and often not aligned with the nursing task at hand. | The school nurse communicates clearly and accurately to students both orally and in writing. The school nurse's language is appropriate to students' culture, language and developmental levels. The school nurse's interactions with students are specific, timely, and consistent to the nursing task at hand. | The school nurse always communicates clearly and accurately providing specific information, with follow-up when necessary. The school uses clear and detailed language that is appropriate for the students' developmental age and background. The school nurse's interactions with students are focused on a developed, progressive health goal and the follow up to meet the goal is established. |
| Critical Attributes | <ul style="list-style-type: none"> -At no time during the conversation with a student does the school nurse state the purpose the meeting. -The school nurse makes a serious content error that will affect the proper handling of the situation. -The school nurse uses language that is not a part of a teenager's vocabulary and in doing so limits her ability to provide services to the student. Communication includes errors of vocabulary or imprecise usage of vocabulary for the task at hand. -The school nurse's vocabulary is too advanced or too juvenile for students or is not culturally sensitive -The school nurse does not attempt to communicate with all populations of students due to unwillingness to learn and adapt to the student needs -The school nurse communicates unclearly, unprofessionally, and inaccurately to students both orally and in writing. | <ul style="list-style-type: none"> -The school nurse provide little elaboration or explanation about the nursing task at hand. -At times, the school nurse uses language that a typical teenager would not understand. -The school nurse's communication is often confusing. -The school nurse does not fully understand adolescent development and is unaware of the level of functioning of the student. -The school nurse's vocabulary is correct but not appropriate for the situation. -The school nurse's spoken and written language is neither clear nor fully appropriate to students' culture, language and developmental levels. -The school nurse's does not consistently communicate clearly and professionally to student both orally and in writing | <ul style="list-style-type: none"> -The school nurse provides clear purpose of the meeting. -The communication should include resources when applicable. -Students engage with the school nurse, indicating they understand the need and rationale of a health related issue/plan/goal. -The school nurse's vocabulary and usage are correct and entirely suited to the task at hand and appropriate to students ages and level of development. -The school's nurses spoken and written language is clear, correct and is suitable to students' culture, language and developmental levels. -The school nurse consistently communicates clearly and professionally to student both orally and in writing. -The school nurse understands adolescent development and is aware of the students level of functioning. | <ul style="list-style-type: none"> -The student understands and is able to articulate the purpose of seeing the nurse and their role in the process. -The school nurse has an understanding of the need for a variety of styles of communication with students i.e.: web page, newsletters, presentations, phone calls. -The school nurse uses terminology and language that a teenager understands to explain concepts or ideas during health related interactions. -The school nurse's spoken and written language is very clear and fully appropriate to students' culture, language and developmental levels. |
| Possible Examples | <i>-Nurse displays poor use of individual communication skills</i> | <i>-Nurse demonstrates that communication skills are</i> | <i>-School nurse has command of effective nonverbal cues to</i> | <i>-If asked, students are able to explain the purpose of being sent</i> |

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| | <p><i>and there is inadequate student response.</i></p> <p><i>-School nurse verbalizes immediate negative judgements about the student, parents, other students or other school personnel.</i></p> <p><i>-A student is sent to the nurse's office by a dean and the nurse does not explain to the student why they are there. (under the influence)</i></p> <p><i>-The school nurse fails to respond to students needs. The school nurse fails to follow up with students who have concussions to determine if their symptoms are improving.</i></p> <p><i>-The school nurse points and sends student to the cot room when the student is unable to articulate why they are in the nurse office.</i></p> <p><i>-The school nurse scowls at the student as they enter the nurse's office and states "what are you doing here" or "you again".</i></p> <p><i>And others...</i></p> | <p><i>evolving but result in inconsistent student response.</i></p> <p><i>-Nurse applies concussion protocol but does not review with student.</i></p> <p><i>-A student is sent to the nurse's office by a dean and the nurse is unclear of why they were sent there.</i></p> <p><i>-The school nurse ask a student why they are in the nurse's office but dismiss the students complaints.</i></p> <p><i>-The school nurse follows up with a student who has a concussion to determine if their symptoms are resolving but fails to inform them of the accommodations available.</i></p> <p><i>-The school nurse uses gestures and body language in order to determine what is wrong with a student who does not speak english.</i></p> <p><i>And others...</i></p> | <p><i>invoke student participation in the conversation.</i></p> <p><i>-A student was sent to the nurse's office by a dean and the school nurse is able to help the student understand why they were asked to meet with them.</i></p> <p><i>-A student checks in with the nurse regarding concussion symptoms.</i></p> <p><i>-The school nurse asks opened ended questions and explains what she is doing as she assess the student.</i></p> <p><i>-A student checks in with the nurse regarding concussion symptoms and the nurse explains the concussion policy and determine what accommodations the student may need.</i></p> <p><i>-The school nurse uses google translator or the language line to communicate with non English speaking students.</i></p> <p><i>And others...</i></p> | <p><i>to the nurse's office and how what impact being under the influence has on physical and academic achievement.</i></p> <p><i>-The school nurse listens to the students complaints, assess the students and then follows up with the student to determine if the complaint has resolved.</i></p> <p><i>-A student checks in with the nurse regarding concussion symptoms and is able to explain our return to learn/return to play protocols.</i></p> <p><i>-The school nurse is able to communicate with non English speaking student through the use of the language line or google translator. The school nurse determine that the student understands the plan and that all questions are answered through the use of interpreter.</i></p> <p><i>And others...</i></p> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 3b: Using Interviewing and Discussion Techniques | The school nurse is unable to draw needed information from student(s). The school nurse does not use techniques that are high quality and characterized by accuracy, clarity, and substantive content and is unable to engage a student in dialogue. The school nurse does not provide adequate time for students to think before responding. The school nurse's skills do not encourage student participation and disclosure of information. | The school nurse is able to draw some needed information from student(s) by using interviewing techniques. The school nurse sometimes uses techniques that are high quality and characterized by accuracy, clarity, and substantive content and inconsistently engages students in dialogue. The school nurse inconsistently provides adequate student response time. The school nurse's skills are somewhat effective and limited in encouraging student participation and disclosure of information. | The school nurse is skilled at drawing needed information from students by using appropriate interviewing techniques. The school nurse effectively uses interviewing skills and discussion techniques to advance the nursing process. The school nurse uses techniques that are of high quality and characterized by accuracy, clarity, and substantive content. The school nurse provides adequate time for students to think before responding. The school nurse's skills are effective in encouraging student participation and disclosure of information, including student background, past and current health history. | The school nurse's interviewing techniques are strategic and highly effective in engaging students in a dialogue that provides needed information and gathers relevant information. The school nurse uses highly effective discussion that result in a genuine dialogue. The school nurse allows for adequate time for individuals to process, reflect, and respond. The school nurse uses a variety of appropriate techniques based on the background, past and current health history and diversity of the individual student. |
| Critical Attributes | <ul style="list-style-type: none"> -Questions asked do not invite student thinking or provide information. -The school nurse does not ask students to explain their answers or way of thinking. -The school nurse uses techniques that are non-existent or inappropriate. | <ul style="list-style-type: none"> -The school nurse sometimes asks open ended questions. -The school nurse relies on one or two techniques and rarely invites the students to think and contribute to the discussion | <ul style="list-style-type: none"> -The school nurse asks open ended questions and ask the student to expand on their responses. -The school nurse uses various techniques and encourages students to think and/or offer multiple responses to improve their health. -The school nurse asks students to explain and/or justify their answers/reasoning, and most students will attempt to do so. | <ul style="list-style-type: none"> -The school nurse builds on and uses the student responses to questions in order to deepen the student's understanding of their health. -Students extend the discussion enriching it. -The school nurse guides students to feel empowered to take action and advocate for themselves. |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse interrupts student responses. -The school nurse does most of the talking not allowing the student to talk. -The school nurse meets with a student with health concerns and fails to recognize the students input when determining the plan. And others... | <ul style="list-style-type: none"> -The school nurse generally asks closed ended questions which does not allow for needed information. -The school nurse allows the student to speak but does not listen attentively. --The school nurse implements a health care plan with little input from the student and their family. And others... | <ul style="list-style-type: none"> -The school nurse asks open ended questions to get pertinent information. -The school nurse asks open ended questions and listens to the student and is able to discover some past health/social emotional history due to good skills. -The school nurse collaborates with the student and family to determine accommodations | <ul style="list-style-type: none"> -The school nurse asks appropriate questions and listens attentively which allows the student to have an active role in determining their individual health needs. -The school nurse collaborates with the student and their family to review health conditions and determines accommodations to best meet the student's individualized needs. |

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| | | | <i>needed during the school day. -The school nurse utilizes the language line to communicate with non-English speaking families to clarify medical needs. And others...</i> | <i>And others...</i> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 3c: Engages students in the formulation of health plans | The school nurse does not have background knowledge of students' health and does not engage the students to work collaboratively with team members to develop health plans that support and encourage students to improve health outcomes. which then improve student learning. | The school nurse does not consistently have background knowledge of students' health. The school nurse attempts to engage students to develop health plan but does not consistently collaborate with team members to develop health plan to improve health outcomes and improve learning. | The school nurse engages students in the review of health plans, collaborating when appropriate, to set goals and develop strategies to improve the student's' health. The school nurse's plans are well structured, evidenced-based, and individualized to meet student health care needs. | The school nurse consistently and proactively seeks background health information in order to develop health plans which are well structured, evidenced-based, and individualized to meet the student's health care needs. The school nurse consistently engages students in the review of health plans, collaborating when appropriate, to set goals and develop strategies to improve the student's' health and learning. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse is unaware of the students health needs so they are unable to develop a plan. -The school nurse works with team members to develop health related IEP/504 goals with little, if any input from the student. | <ul style="list-style-type: none"> -The school nurse has some awareness of the students health needs thus the plan developed is limited. -The school nurse inconsistently works with team members and student to develop IEP/504 health related goals. | <ul style="list-style-type: none"> -The school nurse is completely aware of students health needs and consistently works with student to maintain plan that is developed. -The school nurse and student will collaborate to develop a health care plan that will allow the student to better adapt to school which will lead to better academic performance. -The school nurse collaborates with the student in developing health related IEP/504 goals if needed. | <ul style="list-style-type: none"> -The school nurse is consistently engaging students about their health resulting in self-awareness of their own needs. -The student demonstrates wondrous in the process of meeting their own health needs. |
| <i>Possible Examples</i> | <ul style="list-style-type: none"> -A student has been diagnosed with a rare health condition and the school nurse does not seek out resources or student's input to determine appropriate accommodations. -The school nurse does not engage students in conversations about setting health goals. -The school nurse and student do not discuss health care plans(asthma, seizure etc.). And others.... | <ul style="list-style-type: none"> -The school nurse has no prior knowledge of a rare health condition and asks the family to explain. -The school nurse discusses health concerns with student but does not seek the students input to determine health goals and accommodations. -The school nurse and student discuss some health care plans(asthma, seizure ect) . And others.... | <ul style="list-style-type: none"> -The school nurse has limited prior knowledge of a rare health condition and seeks out information from coworkers, internet, student and families in order to develop appropriate accommodations. -The school nurse and student collaboratively determine appropriate IEP/504 goals and accommodations. -The school nurse and student discuss all health care plans(asthma, seizure etc.) in order to | <ul style="list-style-type: none"> -The school nurse has limited prior knowledge of a rare health condition and seeks input from experts including the students physicians in order to determine appropriate health care plans and accommodations. -The development and implementation of IEP/504 goals and accommodations is driven by the student with assistance from the school nurse. -The school nurse reviews all health care plans(asthma, |

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| | | | <i>ensure that the student understands their care plan. And others....</i> | <i>seizure ect) with the student in order to determine that s/he understand his/her care plan and to obtain feedback on ways to implement the plan. And others....</i> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 3d: Assessing Student Needs and Monitoring Student Progress | School nurse completes an inaccurate needs assessment;by obtaining limited information from the student and other sources of information (parents, school staff, feeder schools,etc.) as necessary. The school nurse does not use assessment results or data collection methods to identify students needs. Monitoring of student progress does not take place at the individual, group, and/or building levels. Nursing Services are selected without the use of data or prior research. | School nurse completes a basic needs assessment; by obtaining information from the student and other sources of information (parent, school staff, feeder schools, etc.) as necessary. The school nurse does not always use assessment results or data collection methods to identify students needs. Monitoring of student progress is inconsistent at the individual, group, and/or building levels. Nursing Services are selected with only occasional use of data. | The school nurse assesses student needs using the nursing process and individualizes a plan of action when necessary. The school nurse will also communicate with teachers and staff to put individualized interventions into action. The school nurse uses assessment results and data collection methods to identify student needs and monitor student progress at the individual, group, and/or building levels. The school nurse appropriately shares the data to inform team decisions regarding a plan to support student health care needs and the continual monitoring of his or her progress in the educational setting. | The school nurse considers and uses all the assessment results and a variety of data collection methods to identify student health needs and monitor health progress at the individual, groups and/or building levels. In collaboration with the student, the school nurse selects evidenced based instructional and/or health services. Students take part in self-monitoring of their health progress when appropriate and viable. School nurse conducts detailed and individualized assessment of student needs to contribute to program planning. Individualized planning is based on available data and best practice. The school nurse understands the roles and responsibilities of a health resource professional by advocating for students, staff, families and community. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse is unable to identify student needs or inaccurately identifies student needs. -The school nurse does not pursue opportunities to improve assessment skills. | <ul style="list-style-type: none"> -The school nurse inconsistently identifies student needs. -The school nurse inconsistently pursues opportunities to improve assessment skills. | <ul style="list-style-type: none"> -The school nurse consistently and accurately identifies student needs. -The school nurse creates the individual plan based on student need and shares with staff as appropriate, based on FERPA regulations. -The school nurse seeks opportunities for professional education and assessment skills. | <ul style="list-style-type: none"> -The school nurse uses assessments which are based on age-appropriate norms and individual student needs. -The school nurse plans are individualized and based on best practice standards. -The school nurse presents or recruits presenters to improve assessment skills of team members (building RNs, Med-Ed nurses, health aides). |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse does not use the risk assessment protocol to assess a student who reports suicide ideation. -The school nurse does not identify student needs with.. immunizations Vision and hearing | <ul style="list-style-type: none"> -The school nurse only completes part of the risk assessment protocol to help determine if a student has suicidal ideation. -The school nurse inconsistently identifies student needs with.. immunizations | <ul style="list-style-type: none"> -The school nurse assesses a student for suicide ideation, and recommends a treatment plan with input from school psychologist/social worker to students and parents. -The school nurse identifies student needs with.. | <ul style="list-style-type: none"> -The school nurse proactively identifies student needs with.. immunizations Vision and hearing (including the pre-school) concussions student incident/injury reporting At risk for diabetes |

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| | <p><i>concussions student incident/injury reporting At risk for diabetes Illness-flu-mono attendance risk reduction infection control communicable disease And others....</i></p> | <p><i>Vision and hearing concussions student incident/injury reporting At risk for diabetes Illness-flu-mono attendance risk reduction infection control communicable disease And others....</i></p> | <p><i>immunizations Vision and Hearing Concussions Student Incident/Injury reporting At risk for diabetes Illness-flu-mono attendance risk reduction infection control communicable disease And others....</i></p> | <p><i>Illness-flu-mono attendance risk reduction infection control communicable disease And others....</i></p> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 3e: Demonstrating flexibility and responsiveness | The school nurse fails to assures the successful delivery of health care to students. The school nurse fails to make revisions as needed and responds inappropriately to student needs and family culture. Drawing on a limited range of nursing experiences and skills, the school nurse fails to reassesses and re-prioritizes the plan of care. The school nurses fails to respond appropriately in emergent situations. The school nurse adheres to the plan or program, in spite of evidence of its inadequacy. | The school nurse assures the successful delivery of health care to some students, making revisions as needed and responding to student needs and family culture. Drawing on a limited range of nursing experiences and skills, the school nurse occasionally reassesses and re-prioritizes the plan of care. The school nurses responds ineffectively in emergent situations. The school nurse makes modest or inconsistent changes in the nursing program when confronted with evidence of the need for change. | The school nurse assures the successful delivery of health care to all students, making revisions as needed and responding to student needs and family culture. Drawing on a broad range of nursing experiences and skills, the school nurse continually reassesses and re-prioritizes the plan of care in a timely fashion, responding calmly in emergent situations. The school nurse makes revisions in the nursing program when they are needed. | The school nurse is continually seeking ways to improve the nursing program and makes changes as needed based on feedback from students, families or teachers. Drawing on an extensive range of nursing experiences and skills, the school nurse continually reassesses and re-prioritizes the plan of care in a timely fashion responding to calmly in emergent situations. The school nurse is able to appropriately delegate responsibilities during emergent situations. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse fails to recognize emergent situations and fails to provide adequate care to student. -The school nurse demonstrates resistance to change in the delivery of care based on student health care needs. -The school nurse adheres to the plan or program, in spite of evidence of its inadequacy. -The school nurse refuse to adjust their schedule to accommodate parents and students requests. | <ul style="list-style-type: none"> -The school nurse responds to emergent situation but is unable to prioritize care appropriately. -The school nurse demonstrates an inconsistent response to requests for change in the delivery of care based on students health care needs. -The school nurse makes modest or inconsistent changes in the nursing program when confronted with evidence of the need for change. -The school nurse adjusts schedule to accommodate parents and students only when requested by supervisor. | <ul style="list-style-type: none"> -The school nurse is able to calmly and appropriately respond to emergent situations and to appropriately prioritize care. -The school nurse demonstrates flexibility and consistently responds to requests for changes to the delivery of care based on individual students health care needs. -The school nurse makes changes to the nursing program based on evidence of the need for change. -The school nurse adjust their schedule to accommodate parents and students schedule. | <ul style="list-style-type: none"> -The school nurse is able to calmly and appropriately respond to emergent situations and to quickly recognize changes which require adjustments in the previously prioritized plan of care. -The school nurse is consistently flexible to the requests for change in the delivery of care based on the all student's and staff's health care needs. -The school nurse is continually seeking ways to improve the nursing program and makes changes as needed based on feedback from students' families, and staff. -The school nurse is flexible and recognizes the student and families individual responsibilities and adjust schedule to accommodate the family. |
| <i>Possible Examples</i> | <ul style="list-style-type: none"> -The school nurse see a student is visibly upset and does not try to find out why. -The school nurse refuse to | <ul style="list-style-type: none"> -The school nurse see that a student is upset and calls the counselor or social worker to deal with the problem. | <ul style="list-style-type: none"> -The school nurse see that a student is upset and speaks to them privately to try to determine what the problem is and what | <ul style="list-style-type: none"> -The school nurse see that a student is visibly upset and speaks to them privately. If needed she contact the |

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| | <p><i>make suggested changes which would improve the organization and workflow of the office.</i></p> <p><i>-A student or staff member is experiencing a life threatening emergency and the nurse fails to recognize the emergent needs.</i></p> <p><i>-A student experiences an emergency at the end of the school day and the school nurse leaves.</i></p> <p><i>-Several students come to the nurse's office at the same time and the school nurse is unable to triage the students health concerns.</i></p> <p><i>And others....</i></p> | <p><i>-A student or staff member experiences a life threatening emergency and the school nurse activate EMS but is unable to provide necessary health history to EMS.</i></p> <p><i>-An emergency occurs at the end of the school day and the school nurse delegates the responsibility to another staff member.</i></p> <p><i>-Several students come into the nurse office at the same time, the school nurse triages the students but is unable to prioritize the students needs.</i></p> <p><i>And others....</i></p> | <p><i>needs to be done.</i></p> <p><i>-A student or staff member experiences a life threatening emergency and the school nurse triages the situation and activate EMS. The school nurse provides EMS with a detailed health history.</i></p> <p><i>-An emergency occurs at the end of the school day and the school nurse triages the situations and stays with the student until a parent or EMS arrives.</i></p> <p><i>-Several students enter the nurse's office at the same time. The nurse is able to triage the students needs and appropriately prioritize the students care.</i></p> <p><i>And others....</i></p> | <p><i>counselor and social worker to assist the student.</i></p> <p><i>-A student or staff member experiences a life threatening emergency and the school nurse thoroughly triages the situations and activates EMS.</i></p> <p><i>-The school nurse remains calm and delegates responsibilities such as contacting the family, meeting EMS and copying emergency card to other staff. The nurse is able to provide a detailed health history and assessment details to EMS.</i></p> <p><i>-The school nurse responds to an emergency at the end of the school days and contacts the family. The nurse rearranges their schedule and stays with the student until a family member arrives.</i></p> <p><i>-Several students enter the nurse office and the school nurse is able to quickly and calmly triage the situation and prioritize the individual student's needs while maintaining confidentiality.</i></p> <p><i>And others....</i></p> |
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| Component | Unsatisfactory | Needs Improvement | Accomplished | Distinguished |
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| 4a: Reflecting on Practice | <p>The school nurse seldom, if ever, reflects on aspects of the profession and these reflections lack accuracy, objectivity, and/or specificity. The school nurse does not know whether services were effective or achieved their intended objectives, or the school nurse profoundly misjudges the success of services. The school nurse has little or no suggestions for how nursing process could be improved. The school nurse does not seek and/or does not utilize the assistance and support from mentors, coaches, and supervisors.</p> | <p>The school nurse occasionally reflects on some aspects of the profession and these reflections may lack objectivity. The school nurse has a somewhat incomplete or inaccurate impression of the effectiveness of the services and the extent to which intended objectives were met. The school nurse makes general suggestions about how services could be improved. The school nurse's reflections on professional practice are somewhat incomplete or inaccurate. The school nurse makes inconsistent use of assistance and support from mentors, coaches, and supervisors.</p> | <p>The school nurse is an objective and reflective practitioner regarding most aspects of the profession. The school nurse makes an accurate assessment of the effectiveness of the services and the extent to which intended objectives are achieved. The school nurse can cite general references and best practices to support judgments. The school nurse makes specific suggestions of what could be tried another time when services are provided. The school nurse reflects and makes improvements to address student physical and emotional health care needs including feedback from the family, teachers, and guidance counselors.</p> | <p>The school nurse is an objective and reflective practitioner regarding virtually all aspects of the profession, including the impact on student health and overall well-being. The school nurse has a detailed plan to accurately assess the effectiveness of services and if objectives are achieved. Drawing on an extensive repertoire of skills, the school nurse offers specific alternative actions, complete with the probable success of different courses of action. To become more accurate and specific in his or her reflections, the school nurse regularly seeks out assistance and support through working with supportive peers, mentors, and supervisors.</p> |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse draws incorrect conclusions about the effectiveness of the nursing process. -The school nurse makes no suggestions for improvement. -The school nurse resists or has inappropriate interactions and conversations with other staff about changes that need to occur. -The school nurse resists or inappropriately reflects and shares ideas with members of the professional learning team. -The school nurse rarely evaluates his or her nursing decisions in light of professional best practices. | <ul style="list-style-type: none"> -The school nurse has a general sense of whether or not nursing practices were effective. -The school nurse offers general modifications for future delivery of health services. -When prompted, the school nurse reflects on interactions and conversations with other staff about changes that need to occur. -When prompted, the school nurse reflects and shares nursing practices with members of the professional learning team. -The school nurse seldom evaluates his or her nursing decisions in light of professional best practices. | <ul style="list-style-type: none"> -The school nurse accurately assess the effectiveness of nursing services. -The school nurse identifies specific ways in which services may be improved. -The school nurse reflects on interactions and conversations with other staff about changes that need to occur to best serve the healthcare needs of the students. -The school nurse reflects and shares important nursing practices with other members of the health care and educational team. -The school nurse utilizes knowledge of research and program evaluations to impact student success and nursing practice. | <ul style="list-style-type: none"> -The school nurse's assessment of the group/individual health care services is thoughtful and includes specific indicators of effectiveness. Connection to how the services impact student overall health and learning are identified. -The school nurse's suggestions for improvement draw on an extensive repertoire of nursing knowledge. -The school nurse reflects on interactions and conversations with other staff about changes that need to occur to best serve individual student's health care needs. -The school nurse consistently and appropriately reflects and shares important nursing practices with members of the professional learning team. -The school nurse evaluates his or her nursing decisions in light |

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| | | | | of professional best practices and makes appropriate changes. |
| <i>Possible Example</i> | <ul style="list-style-type: none"> -The school nurse fails to recognize areas of the nursing process which are ineffective and therefore does not recognize the needed changes. -The school nurse is resistant to suggested changes from members of the professional team and fails to recognize the need to implement changes. -The school nurse does not recognize the failure to implement professional best practice in nursing decision. -The school nurse refuses the assistance and recommendations of the job coaches, peers or administration. And others.... | <ul style="list-style-type: none"> -The school nurse assesses the effectiveness of the nursing goals but does not implement strategies to improve the nursing practices. -The school nurse shares ideas for changes to nursing practice but fails to implement the suggested changes made by the professional learning team. -The nurse occasionally make changes to the nursing process based on professional best practice. -The nurse implements a few of the suggested change from the job coach, peers or administration. And others.... | <ul style="list-style-type: none"> -The school nurse is able to accurately assess the effectiveness of the nursing goals with specific evidence and suggested ways to improve the effectiveness of the nursing process. -The school nurse has strategies to improve the effectiveness of nursing services based on feedback from staff members. -The school nurse communicates changes in the student's health status with the healthcare and educational staff. -The school nurse utilizes knowledge to recommend changes to the program based on current research and nursing practices. -The school nurse implements changes to the nursing practice based on suggestion from mentors, peers or administration. And others.... | <ul style="list-style-type: none"> -The school nurse promotes the adaptation of professional practice to meet the needs of the students, families, faculty and community through the utilization of a comprehensive plan to improve the effectiveness of the nursing process. -The school nurse consistently communicates with all necessary stakeholders information regarding changes in a student's health status. -The school nurse implements changes to health care plans based on current research and nursing practices. -The school nurse continually reflects on nursing practice and suggest changes based on current research to the program based on nursing standards. -The school nurse actively seeks out the assistance of mentors and coaches and utilizes this input to improve nursing practice. And others.... |

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| <p>4b: Maintaining Accurate Records to Support Communication with Families</p> | <p>The school nurse's system for maintaining information on student health is nonexistent or in disarray. As a result, records are filled with errors and confusion. The school nurse makes no attempts to communicate with families about the student health concerns and does not attempt to engage families. The school nurse does not respond, or responds insensitively, to parental concerns.</p> | <p>The school nurse's system for maintaining information on students such as health records, immunizations, medications and, progress notes are rudimentary, not timely, and only partially effective. Unless given frequent oversight by the supervisor records are prone to errors. The school nurse makes sporadic attempts to communicate with families about the student's health and makes a minimal attempt to engage families. The school nurse responds to student and family concerns, however, the communication may not be professionally or culturally sensitive to those families.</p> | <p>The school nurse's system for maintaining information on students such as health records, immunizations, medication and progress notes are timely, accurate, and fully effective. Using this information, the school nurse frequently communicates information regarding changes to the student's health. The school nurse responds to student and family concerns with professional and cultural sensitivity in a timely fashion.</p> | <p>The school nurse's system for maintaining information on students such as health records, immunizations, medications and progress notes are accurate, and fully effective. Using this information, the school nurse proactively communicates information on student health using a variety of formats. When appropriate, students contribute to the information and assist in communication. The school nurse persists in responding to student and family concerns with professional and cultural sensitivity.</p> |
| <p>Critical Attributes</p> | <ul style="list-style-type: none"> -There is no system for maintaining health and medication records, -Record-keeping systems are in disarray. -The school nurse does not maintain confidentiality and leaves students' health records in plain view. -Families are unaware of their children's health office visits. -The school nurse does not create or participate in any activities designed to engage families. -The school nurse disregards parents' concerns or does not follow up with parents regarding their concerns. | <ul style="list-style-type: none"> -The school nurse has a system and process in place for maintaining health and medication information, but it may be out of date and inaccurate. -The school nurse shares confidential student information with staff who do not need to know this information. -The school nurse has a process for tracking some, but not all, medical information, and it may contain some errors and is cumbersome to use. -The school nurse infrequently communicates with families or provides incomplete information regarding students' health care concerns. | <ul style="list-style-type: none"> -The school nurse's system and process for maintaining health records is efficient and effective. -The school nurse regularly makes information about student health care concern available to stakeholders on a need to know basis only. -The school nurse regularly communicates with families in a culturally sensitive manner regarding students' health concerns. The nurse recognizes the families' cultural norms. -The school nurse develops activities designed to engage the student and the families to successfully and appropriately manage the student's health care. | <ul style="list-style-type: none"> -The school nurse's system and process for maintaining health and medication records is efficient and effective. -The school nurse consistently makes information about student health status available to all stakeholders on a need to know basis. -All of the school nurse's communications are highly sensitive to families' cultural norms. -The school nurse persists in communicating through a variety of formats to ensure that families understand and are fully informed. |
| <p>Possible Examples</p> | <ul style="list-style-type: none"> -Files, medications and medications form are not organized. -The school nurse fails to notify the families of concerns regarding students. -Families are not notified of requirements for their students to attend school. Medication forms | <ul style="list-style-type: none"> -Health records and medication forms are incomplete and or expired. File cabinets are unlocked. -Medications are tracked but are not easily located and medications are not accurately tracked(date received, how many pills etc). | <ul style="list-style-type: none"> -The school nurse's reports, records and documentation are accurate and up to date. Medications are easily located and tracked. -The school nurse sends home updated forms, health care plans and contacts the family when they have not been completed. | <ul style="list-style-type: none"> -The school nurse's reports, records and documentation are accurate and up to date. Medications are well organized ,stored systematically tracked. -The school nurse follows up with parents in order to receive all necessary physician orders. |

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| | <p><i>and care plans are not mailed home for the following year in the spring.</i></p> <p><i>-Families are not notified of new requirements for the upcoming school year such as the meningitis vaccine for seniors.</i></p> <p><i>And others....</i></p> | <p><i>-The school nurse sends home notifications regarding new medications forms, health care plans and vaccine requirements but fails to follow up when the families do not complete and return the requirements.</i></p> <p><i>And others....</i></p> | <p><i>And others....</i></p> | <p><i>-The school nurse provides assistance to the family by contacting physicians to receive necessary physician orders.</i></p> <p><i>And others....</i></p> |
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| 4c: Participating in the Professional Community | The school nurse's relationships with colleagues are negative or self-serving. The school nurse avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The school nurse avoids becoming involved in school events or school and district projects. | The school nurse maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The school nurse participates in the school's culture of professional inquiry when invited to do so. The school nurse participates in school events and school and district projects when specifically asked. | The school nurse's relationships with colleagues are characterized by mutual support and cooperation; The school nurse actively participates in a culture of professional inquiry. The school nurse volunteers to participate in school events and in school and district projects, making a substantial contribution. | The school nurse's relationships with colleagues are characterized by mutual support and cooperation, with the school nurse taking initiative in assuming leadership among the faculty. The school nurse takes a leadership role in promoting a culture of professional inquiry. The school nurse volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse's relationships with colleagues are characterized by negativity or combativeness. -The school nurse purposefully avoids contributing to activities promoting professional inquiry. -The school nurse avoids involvement in school activities and district and community projects. | <ul style="list-style-type: none"> -The school nurse has cordial relationships with colleagues. - When invited, The school nurse participates in activities related to professional inquiry. -When asked, The school nurse participates in school activities, as well as district and community projects. | <ul style="list-style-type: none"> -The school nurse has supportive and collaborative relationships with colleagues. -The school nurse regularly participates in activities related to professional inquiry. -The school nurse frequently volunteers to participate in school events and school district and community projects. | <ul style="list-style-type: none"> -The school nurse takes a leadership role in promoting activities related to professional inquiry. -The school nurse regularly contributes to and leads events that positively impact school life. -The school nurse regularly contributes to and leads significant school, district and community projects. |
| <i>Possible Examples</i> | <ul style="list-style-type: none"> -The school nurse does not attend optional school and district events. -The school nurse's relationships with colleagues are negative and combative. -The nurse frequently misses 504, domain and IEP meetings or offers inaccurate information regarding the student's needs. -The school nurse does not recognize that policies and procedures need changes. And others.... | <ul style="list-style-type: none"> -The school nurse attends but does not actively participate in district events and projects. -The school nurse's relationship with colleagues are neutral. -The school nurse attends 504, domain and IEP meetings, but offers little or no input regarding the student's health needs. -The school nurse recognizes the need for changes to policy and procedures but does not attempt to make changes. And others.... | <ul style="list-style-type: none"> -The school nurse participates actively in school and district events and projects. -The school nurse maintains positive and productive relationships with colleagues. -The school nurse attends 504, domain and IEP meetings and participates as required. -The school nurse recognizes that policies and procedural changes are needed and notifies supervisors and peers. And others.... | <ul style="list-style-type: none"> -The school nurse plans, designs and implements programs in the school and district. -The school nurse has a positive, productive relationship with colleagues, students, and families. -The school nurse acts as a team leader during 504s, domains and IEP meetings. -The school nurse recognizes the need for changes to policies and procedures and implements a plan to develop the changes. And others.... |

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| 4d: Growing and Developing Professionally | The school nurse engages in little or no professional development activities to enhance knowledge or skill. The school nurse resists feedback on nursing procedures and professional practice from either supervisors or more experienced colleagues. The school nurse makes little or no effort to share knowledge with others and does not contribute to the profession. | The school nurse participates to a limited extent in professional activities when they are convenient. The school nurse engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on nursing performance. The school nurse finds limited ways to assist other nurses and contribute to the profession. | The school nurse seeks out opportunities for professional development to enhance knowledge and nursing skills. The school nurse actively engages with colleagues and supervisors in professional conversation about practice, including feedback about nursing procedures and practice. The school nurse actively participates in assisting other staff members and looks for ways to contribute to the profession. | The school nurse actively pursues professional development opportunities to enhance nursing skills, including emerging technological and research-based strategies, and initiates activities to contribute to the profession. In addition, The school nurse seeks out feedback on students' health care needs from both supervisors and colleagues. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse is not involved in any activity that might enhance knowledge or skill. -The school nurse purposefully resists discussing performance with supervisors or colleagues. -The school nurse ignores invitations to join professional organizations or attend conferences. | <ul style="list-style-type: none"> -The school nurse participates in professional activities when they are required or provided by the district. -The school nurse reluctantly accepts feedback from supervisors or colleagues. -The school nurse contributes in a limited fashion to professional organizations. | <ul style="list-style-type: none"> -The school nurse seeks regular opportunities for continued professional development, including action research. -The school nurse actively seeks feedback from supervisors and colleagues. -The school nurse takes an active leadership role in professional organizations in order to contribute to the profession. | <ul style="list-style-type: none"> -The school nurse seeks regular opportunities for continued professional development and utilizes this information to improve the nursing practice throughout the district. -The school nurse actively seeks feedback from supervisors and colleagues. -The school nurse takes an active leadership role in professional organizations in order to contribute to the profession. |
| Possible Examples | <ul style="list-style-type: none"> -The school nurse does not complete the required continuing education courses needed. -The school nurse does not listen to feedback from coworkers or supervisors.. -The school nurse does not attend professional organization meeting or stay updated on current trends of school nursing. -The school nurse does not belong to professional organization or attend any professional conferences. And others.... | <ul style="list-style-type: none"> -The school nurse completes the minimally required continuing education.. -The school nurse listens to suggested feedback but does not implement the plans to address the suggested areas. -The school nurse contributes to very little to professional organizations- attends meetings but does not contribute. The school nurse does not belong to professional organizations and infrequently attends conferences. And others.... | <ul style="list-style-type: none"> -The school nurse demonstrates a commitment to lifelong learning. -The school nurse seeks out opportunities for professional development based on a self assessment of need. The school nurse has developed a professional growth plan -The school nurse identifies learning needs based on nursing knowledge, their role in the school and the changing needs of the population. -The school nurse participates in professional development opportunities. -The school nurse belongs to professional organizations and attends conferences. | <ul style="list-style-type: none"> -The school nurse expands clinical knowledge, skills, judgement and abilities based on best practices and research. -The school nurse continually assesses his or her learning needs and professional growth plan and seeks out ways to achieve those needs. -The school nurse attends conferences and participates in professional organization meetings. -The school nurse presents the information to peers at the local and district level. -The school nurse is an active member in professional organizations. And others.... |

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| 4e: Showing Professionalism | The school nurse displays dishonesty in interactions with colleagues, students, and the public. The school nurse is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The school nurse makes decisions and recommendations that are based on self-serving interests. The school nurse does not comply with school and district regulations. | The school nurse is not always honest in interactions with colleagues, students, and the public. The school nurse's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The school nurse's decisions and recommendations are based on limited though genuinely professional considerations. The school nurse must be reminded by supervisors about complying with school and district regulations. | The school nurse demonstrates high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The school nurse is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The school nurse maintains an open mind in team or departmental decision making. The school nurse complies fully with school and district regulations. | The school nurse demonstrates the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The school nurse is highly proactive in serving students, seeking out resources when needed. The school nurse makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The school nurse takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The school nurse complies fully with school and district regulations, taking a leadership role with colleagues. |
| Critical Attributes | <ul style="list-style-type: none"> -The school nurse is dishonest. -The school nurse does not notice the needs of students. -The school nurse engages in practices that are self-serving. -The school nurse willfully rejects district regulations. | <ul style="list-style-type: none"> -The school nurse is usually honest. -The school nurse notices the needs of students but is inconsistent in addressing them. -The school nurse does not notice that some school practices result in poor conditions for students. -The school nurse makes decisions professionally but on a limited basis. -The school nurse complies with district regulations. | <ul style="list-style-type: none"> -The school nurse is honest and known for having high standards of integrity. -The school nurse actively addresses student needs. -The school nurse actively works to provide opportunities for student success. -The school nurse willingly participates in team and departmental decision making. -The school nurse complies completely with district regulations | <ul style="list-style-type: none"> -The school nurse is considered a leader in terms of honesty, integrity, and confidentiality. -The school nurse is highly proactive in serving students. -The school nurse makes a concerted effort to ensure opportunities are available for all students to be successful. -The school nurse takes a leadership role in team and departmental decision making. -The school nurse takes a leadership role regarding district regulations. |

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| <p><i>Possible Examples</i></p> | <p><i>-The school nurse rejects school district regulations even when reminded by supervisors.</i></p> <p><i>-The school nurse interactions with parents, staff and colleagues are characterized by negative interactions such as disregarding parental concerns.</i></p> <p><i>-The school nurse fails to complete mandated reports and requirements.</i></p> <p><i>-Required vision and hearing screening have not been completed or referrals have not been initiated.</i></p> <p><i>And others....</i></p> | <p><i>-The school nurse complies school district regulations when prompted by supervisors.</i></p> <p><i>-The school nurse maintains mostly positive interactions with parents, staff and colleagues but does not consistently follow through with parental concerns.</i></p> <p><i>-The school nurse completes mandated reports but they are inaccurate.</i></p> <p><i>-Required vision and hearing are completed. Referrals are mailed to the home but no follow up occurs when referrals are not completed.</i></p> <p><i>And others....</i></p> | <p><i>-The school nurse complies with school district regulations.</i></p> <p><i>-The school nurse recognizes when a student is experiencing a problem and assists the student.</i></p> <p><i>-The school nurse displays positive standards of honesty, integrity and confidentiality in interactions with colleagues, students, and parents and follows through with addressing concerns.</i></p> <p><i>-The school nurse completes mandated reports in a timely fashion.</i></p> <p><i>-The required vision and hearing screening for the required students have been completed and referrals have been mailed.</i></p> <p><i>-The nurse follows up with parents when the completed referrals have not been obtained.</i></p> <p><i>And others....</i></p> | <p><i>-The school nurse takes a leadership role regarding the implementation of the district regulations.</i></p> <p><i>-The school nurse displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and parents.</i></p> <p><i>-The school nurse provides assistance to families when they encounter difficulty with physicians completing necessary forms.</i></p> <p><i>-The school nurse completes all required vision and hearing screening and assists the families with obtaining appointments if additional necessary vision or hearing screening are required.</i></p> <p><i>And others....</i></p> |
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