

PROFESSIONAL SCHOOL NURSE STANDARDS AND INDICATORS

<p align="center">STANDARD 1</p> <p align="center">The school nurse collects pertinent data and information relative to the student and the community’s health or the situation</p>	<p align="center">STANDARD 2</p> <p align="center">The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and or issues</p>	<p align="center">STANDARD 3</p> <p align="center">The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes</p>	<p align="center">STANDARD 4</p> <p align="center">The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment</p>	<p align="center">STANDARD 5</p> <p align="center">The school nurse evaluates progress toward attainment of goals and outcomes</p>
<p align="center">Indicator 1</p> <p>Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p>	<p align="center">Indicator 1</p> <p>Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health-illness continuum</p>	<p align="center">Indicator 1</p> <p>Advocates for outcomes that reflect the culture, values and ethical concerns</p>	<p align="center">Indicator 1</p> <p>Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>	<p align="center">Indicator 1</p> <p>Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p>
<p align="center">Indicator 2</p> <p>Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p>	<p align="center">Indicator 2</p> <p>Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not limited to interpersonal, systemic, or environmental circumstances</p>	<p align="center">Indicator 2</p> <p>Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>	<p align="center">Indicator 2</p> <p>Engages health promotion/health teaching in collaboration with the values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p>	<p align="center">Indicator 2</p> <p>Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p>
<p align="center">Indicator 3</p> <p>Prioritizes data collection based on the student’s immediate condition or the anticipated needs of the student or situation</p>	<p align="center">Indicator 3</p> <p>Interprets the diagnoses or issues to the student, family, and appropriate school staff</p>	<p align="center">Indicator 3</p> <p>Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care</p>	<p align="center">Indicator 3</p> <p>Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care</p>	<p align="center">Indicator 3</p> <p>Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations</p>
<p align="center">Indicator 4</p> <p>Engages the student and other interprofessional team members in holistic, culturally sensitive data collection</p>	<p align="center">Indicator 4</p> <p>Documents diagnoses, problems, and issues in a manner that facilitates the determination of the expected outcomes and plan</p>	<p align="center">Indicator 4</p> <p>Modifies expected outcomes based on the evaluation of the status of the student and the situation</p>	<p align="center">Indicator 4</p> <p>Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse</p>	

STANDARD 6 The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice	STANDARD 7 The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one’s own nursing practice	STANDARD 8 The school nurse manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner	STANDARD 9 The school nurse integrates evidence and research findings, contributing to quality nursing practice	STANDARD 10 The school nurse practices ethically and in a manner that is congruent with cultural diversity and inclusion principles, demonstrating leadership in the professional setting and the profession
Indicator 1 Conveys accurate information in appropriate formats for students and families	Indicator 1 Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation	Indicator 1 Assesses student care needs and resources available to achieve desired outcomes	Indicator 1 Uses current evidence-based nursing knowledge, including research findings, to guide practice	Indicator 1 Integrates the Code of Ethics for Nurses with Interpretive Statements (ANA, 2015a) and the Code of Ethics for School Nurses (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing.
Indicator 2 Applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications	Indicator 2 Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial Takes action to achieve goals identified during the evaluation process	Indicator 2 Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN Principles of Practice and the NCSBN National Guidelines for Nursing Delegation.	Indicator 2 Identifies problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes.	Indicator 2 Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community.
Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care	Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations	Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans.	Indicator 3 Provides critical review and/or evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services	Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels
Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources	Indicator 4 Adheres to the guidance about professional practice as specified in School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School Nurses	Indicator 4 Promotes a safe and healthy workplace and professional practice environment	Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness	Indicator 4 Engages in teamwork as a team player and team builder

STANDARD 1: ASSESSMENT

The school nurse collects pertinent data and information relative to the student and the community's health or the situation

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p>	<p>NRS 392.420 NRS 391.292 Nevada State Board of Nursing (NSBN) School Nurse Regulation and Advisory Opinion Chronic Health Conditions Managed by School Nurses (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Yearly health update •Any of the following: Health assessment, mandatory screening such as vision screening, hearing screening, scoliosis screening, height screening and /or weight screening •Pre/post conference 	<p>Meets level 3 Also, uses the system for research purposes to develop best practice guidelines for the subspecialty of school nursing; instructs others or enables others to attain level 3 competency through administrator approved instruction with clear objectives.</p>	<p>Consistently collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age- related, environmental, spiritual/transpersonal, and economic assessments in a systematic ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p>	<p>Minimally collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age-related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person</p>	<p>Rarely or never collects pertinent data including but not limited to demographics, social determinants of health, health disparities, and physical, functional, psychosocial, emotional, cognitive, sexual, cultural, age- related, environmental, spiritual/transpersonal, and economic assessments in a systematic, ongoing process with compassion and respect for the inherent dignity, worth, and unique attributes of every person. Requires frequent direction and consultation</p>
<p>Indicator 2</p> <p>Identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p>	<p>NRS 392.420 NRS 391.292 Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) The role of the 21st Century</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Interpreter services •Referral in native language •Documentation of self-care capabilities •Social Services referrals •Individualized Healthcare Plans •Pre/post 	<p>Meets level 3 Also, provides self- advocacy strategies to the healthcare consumer</p>	<p>Consistently identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p>	<p>Minimally identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p>	<p>Rarely or never identifies barriers to effective written, verbal, and nonverbal communication based on biological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	School Nurse (NASN Position Statement)		conference				
Indicator 3 Prioritizes data collection based on the student's immediate condition or the anticipated needs of the student or situation	NRS 450.B620 NRS 388.424 NSBN School Nurse Regulation and Advisory Opinion Emergency Preparedness and Response in the School Setting (NASN Position Statement) School-Sponsored Trips: The Role of the School Nurse (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Field trip planning •Emergency response •Individualized health conditions training records •Verification of staff training •Pre/post conference 	Meets level 3 Also, evaluates the effectiveness and efficiency of the data system based on current needs with all healthcare partners and consumers	Consistently prioritizes data collection based on the student's immediate condition or the anticipated needs of student or situation	Minimally prioritizes data collection based on the student's immediate condition or the anticipated needs of student or situation	Rarely or never prioritizes data collection based on the student's immediate condition or the anticipated needs of student or situation
Indicator 4 Engages the student and other interprofessional team members in holistic, culturally sensitive data collection	NRS 392420 NRS 391292 NRS 392425 NSBN School Nurse Regulation and Advisory	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two 	<ul style="list-style-type: none"> •Health history •Behavioral history •Yearly health update •Licensed Healthcare 	Meets level 3 Also designs, implements and/or evaluates data collection	Consistently engages the student and other interprofessional team members in holistic, culturally sensitive data collection	Minimally engages the student and other interprofessional team members in holistic, culturally sensitive data collection	Rarely or never engages the student and other interprofessional team members in holistic, culturally sensitive data collection

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Opinion The role of the 21st Century School Nurse (NASN Position Statement)	confirmatory sources	Provider (LHCP) orders •Communication documentation •Pre/post conference	protocols for research initiatives in school health practice at the individual, group and community levels			

STANDARD 2: DIAGNOSIS

The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and or issues

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health- illness continuum</p>	<p>NRS 392.420 NRS 391.292 NRS 392.425 NSBN School Nurse Regulation and Advisory Opinion Individualized Healthcare plans: The Role of the School Nurse (NASN Position Statement) Emergency Preparedness and Response in the School Setting (NASN Position Statement) Chronic Health Conditions Managed by School Nurses (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Medical alerts •Individualized healthcare plans •Emergency action plans •Communication documentation •Pre/post conference 	<p>Meets level 3</p> <p>Also, provides instruction to nursing staff at a departmental level in maintaining competency in the diagnostic process</p>	<p>Consistently prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health- illness continuum</p>	<p>Minimally prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health- illness continuum</p>	<p>Rarely or never prioritizes diagnoses, problems, and issues based on mutually established goals to meet the needs of the student across the health- illness continuum</p>
<p>Indicator 2</p> <p>Identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which</p>	<p>NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion Individualized Healthcare Plans: The Role of the School Nurse</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Suicide protocols •Emergency plans •Individualized healthcare plans •Health office visits log •Referrals to 	<p>Meets level 3</p> <p>Also, uses trends in student diagnoses to guide site or district planning for future programs</p>	<p>Consistently identifies actual or potential risks to the health and safety of the student, family, or school community and/barriers to their health, which may include but are not</p>	<p>Minimally identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are not</p>	<p>Rarely or never identifies actual or potential risks to the health and safety of the student, family, or school community and/or barriers to their health, which may include but are</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
may include but are not limited to interpersonal, systemic, or environmental circumstances	(NASN Position Statement) Mental Health of Students (NASN Position Statement) Chronic Health Conditions Managed by School Nurses (NASN Position Statement) Bullying Prevention in Schools (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)		financially based clinics •Pre/post conference		limited to interpersonal, systemic, or environmental circumstances	limited to interpersonal, systemic, or environmental circumstances	not limited to interpersonal, systemic, or environmental circumstances
Indicator 3 Interprets the diagnoses or issues to the student, family, and appropriate school staff	NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion IDEIA Section 504 and Individuals with Disabilities Education Improvement Act - The Role of the School Nurse (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)	•Direct evaluator observation •One confirmatory source or two confirmatory sources	•Screening results •Community Referrals •MDT Nurse report •IEP Present Levels •504 plan input •Pre/post conference	Meets level 3 Also, formulates population-based diagnoses as indicated	Consistently interprets the diagnoses or issues to the student, family, and appropriate school staff	Minimally interprets the diagnoses or issues to the student, family, and appropriate school staff	Rarely or never interprets the diagnoses or issues to the student, family, and appropriate school staff
Indicator 4 Documents diagnoses, problems,	NRS 392.420 NRS 391.292 NSBN School Nurse	•Direct evaluator observation	•Screening results •Community	No level 4 Enables others to attain level 3			

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
and issues in a manner that facilitates the determination of the expected outcomes and plan	Regulation and Advisory Opinion Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) Mental Health of Students (NASN Position Statement) Chronic Health Conditions Managed by School Nurses (NASN Position Statement) Bullying Prevention in Schools (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement)	•One confirmatory source or two confirmatory sources	Referrals •MDT Nurse report •IEP Present Levels •504 plan input •Pre/post conference	competency through administrator approved instruction with clear objectives.			

STANDARD 3: OUTCOMES, IDENTIFICATION, AND PLANNING

The school nurse identifies expected outcomes for a plan individualized to the student or the situation; develops a plan that prescribes strategies to attain expected measurable outcomes

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Advocates for outcomes that reflect the student’s values and ethical concerns</p>	<p>NRS 392.420 NRS 391.292 IDEIA Section 504: Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Individualized healthcare plans •IEP goals & benchmarks •IEP accommodations •Documentation of self-care progress •Nurse participation in 504 plans •Pre/post conference 	<p>Meets level 3</p> <p>Also, identifies and uses trends in student outcomes to guide site or district planning for future school programs</p>	<p>Consistently advocates for outcomes that reflect the student’s values and ethical concerns</p>	<p>Minimally advocates for outcomes that reflect the student’s culture, values and ethical concerns</p>	<p>Rarely or never advocates for outcomes that reflect the student’s culture, values and ethical concerns.</p>
<p>Indicator 2</p> <p>Develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>	<p>NRS 392.420 NRS 391.292 NRS 392.425 NRS 392.435 NRS 392.437 NSBN School Nurse Regulation and Advisory Opinion IDEIA Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) Immunizations (NASN Position Statement) Individualized</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Individualized healthcare plans •IEP present levels & accommodations •504 plans •Religious immunizations exemptions •Chronic Health conditions vs religious (Dietary) •Pre/post conference 	<p>Meets level 3</p> <p>Also, develops a consistent school or district-wide approach to the planning for student and school community health needs</p>	<p>Consistently develops an individualized, holistic, evidence-based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>	<p>Minimally develops an individualized, holistic, evidence- based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>	<p>Rarely or never develops an individualized, holistic, evidence- based plan in partnership with the student who has complex conditions and his or her interprofessional team</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Healthcare Plans: The Role of the School Nurse (NASN Position Statement)						
<p>Indicator 3</p> <p>Includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care</p>	<p>NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion IDEIA Emergency Preparedness and Response in the School Setting: The Role of the School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) School-Sponsored Trips: The Role of the School Nurse (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Individualized Healthcare Plans (IHCP) •IEP Present Levels & Accommodations •504 plans •Field trip planning •Emergency training (Anaphylaxis, Diabetes, AED/CPR, etc.) •Communication documentation •School newsletter •School based health memos •Immunization reminder letters •Pre/post conference 	<p>Meets level 3</p> <p>Also, serves as a resource at the school, departmental or district level in the development of individual health and/or educational outcomes</p>	<p>Consistently includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care</p>	<p>Minimally includes evidence- based strategies in the plan to address each of the identified diagnoses, problems, or issues These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care</p>	<p>Rarely or never acts includes evidence-based strategies in the plan to address each of the identified diagnoses, problems, or issues. These strategies may include but are not limited to: promotion and restoration of health; prevention of illness, injury, and disease; facilitation of healing; alleviation of suffering; and supportive care.</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	21st Century School Nurses (NASN Position Statement, June 2017)						
Indicator 4 Modifies expected outcomes based on the evaluation of the status of the student and the situation	NRS 392.420 NRS 391.292 IDEA Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Peer review article from Nursing or Medical Journal •Continuing education to support strategies and interventions •Individualized Healthcare Plans (IHCP) •IEP Present Levels & Accommodations •504 plans •Field trip planning •Emergency training (Anaphylaxis, Diabetes, AED/CPR, etc. •Communication documentation •School newsletter •School based health memos •Immunization reminder letters •Pre/post conference 	Meets level 3 Also, seeks new scientific evidence or and best practices to achieve expected outcomes	Consistently modifies expected outcomes based on the evaluation of the status of the student and the situation	Minimally modifies expected outcomes based on the evaluation of the status of the student and the situation	Rarely or never modifies expected outcomes based on the evaluation of the status of the student and the situation.

STANDARD 4: IMPLEMENTATION

The school nurse implements the identified plan, coordinates care delivery, employs strategies to promote health and safe environment

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>	<p>NRS 392.420 NRS 391.292 NAC 632.220 NRS 632.120 NRS 392.425 NSBN School Nurse Regulation and Advisory Opinion Chronic Health Conditions Managed by School Nurses (NASN Position Statement) Medication Administration in the Schools (NASN Position Statement) The role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Licensed Healthcare Provider Orders (LHCP) •Health office documentation/treatment notes •Individualized Healthcare plans •Injury reports •Medical records •Pre/post conference 	<p>Meets level 3</p> <p>Also, at the departmental level, participates in the development and implementation of written policies and procedures for the clinical services and programs addressing school health and well-being or enables others to attain level 3 competency through administrator approved instruction with clear objectives</p>	<p>Consistently provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>	<p>Minimally provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>	<p>Rarely or never provides appropriately prescribed interventions, including medication administration and treatments, and standard of care for students in the school community</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2</p> <p>Engages health promotion/health teaching in collaboration with the student’s practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p>	<p>NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion The Patient Protection and Affordable Care Act: The role of the School Nurse (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Health office documentation •Treatment notes •Verification of training/skills checklist •Individualized Healthcare plans •Lesson plans •Health Education Materials •Pre/post conference 	<p>Meets level 3</p> <p>Also, designs materials and activities for school community education appropriate to age, developmental level, learning needs, readiness to learn, and cultural values and beliefs of the target audience or enables others to attain level 3 competency through administrator approved instruction with clear objectives</p>	<p>Consistently engages health promotion/health teaching in collaboration with the student’s beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p>	<p>Minimally engages health promotion/health teaching in collaboration with the student’s beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p>	<p>Rarely or never engages health promotion/health teaching in collaboration with the student’s values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status</p>
<p>Indicator 3</p> <p>Delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task,</p>	<p>NRS 392.420 NRS 391.292 NRS 441.a190 LGBTQ Students: The Role of the School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Individualized Healthcare plans •Referral documentation •Health office documentation •Communication documentation •Pre/post conference 	<p>Meets level 3</p> <p>Also, at the departmental level, participates in the development and implementation of written policies</p>	<p>Consistently delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or</p>	<p>Minimally delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or</p>	<p>Rarely or never delegates according to the health, safety, and welfare of the student and considering the circumstance, person, task, direction or</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
direction or communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care	The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)			and procedures for delegation or enables others to attain level 3 competency through administrator approved instruction with clear objectives	communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care	communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care	communication, supervision, evaluation as well as the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care
Indicator 4 Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse	NRS 392.420 NRS 391.292 NRS 432.b220 NRS 388.132 Pregnant and Parenting students: The role of the School Nurse (NASN Position Statement) Bullying Prevention in Schools (NASN Position Statement) Mental Health of Students (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Health office documentation •Referral documentation •Communication documentation •Pre/post conference 	Meets level 3 Also, at the departmental level, participates in the development and implementation of written policies and procedures for the clinical services and programs addressing health issues including mental health issues and prevention, within the school setting or enables others to attain level 3 competency through administrator	Consistently responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse	Minimally responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse	Rarely or never responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide and child neglect or abuse

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Statement)			approved instruction with clear objectives			

STANDARD 5: EVALUATION

The school nurse evaluates progress toward attainment of goals and outcomes

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p>	<p>NRS 392.420 NRS 391.292 IDEIA The Role of the 21st Century School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Healthcare plans •IEP’s •504 plans •Health office documentation •Communication documentation •Review of medical records •Pre/post conference 	<p>Meets level 3</p> <p>Also, uses the results of the evaluation to make or recommend process, policy, procedure, or protocol revisions when warranted, especially to promote student health programs that support student learning and healthy development or enables others to attain level 3 competency through administrator approved instruction with clear objectives</p>	<p>Consistently determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p>	<p>Minimally determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p>	<p>Rarely or never determines, in partnership with the student, family, and other stakeholders, the patient centeredness, effectiveness, efficiency, safety, timeliness, and equitability of the strategies in relation to the responses of the plan and the attainment of outcomes</p>
<p>Indicator 2</p> <p>Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p>	<p>NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion IDEIA The Role of the 21st Century School Nurse</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Licensed Healthcare Provider (LHCP) orders •Individualized Healthcare plans •IEP’s •504 plans •Health office documentation 	<p>Meets level 3</p> <p>Also, aggregates the data from student health care consumer outcomes to effect change to policies and procedures and promote health</p>	<p>Consistently uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p>	<p>Minimally uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p>	<p>Rarely or never uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation strategies, including holistic approaches</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	(NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)		<ul style="list-style-type: none"> •Communication documentation •Review of medical records •Pre/post conference 	programs that support student learning and healthy development or enables others to attain level 3 competencies through administrator approved instruction with clear objectives			
Indicator 3 Shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations	NRS 392.420 NRS 391.292 IDEIA The Role of the 21st Century School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement)	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Referral documentation •MDT report input •Communication documentation •504 plans •Review of medical records •Pre/post conference 	Meets level 3 Also, uses the results of the evaluation to make or recommend process or structural changes including policy, procedure, or protocol revision, as appropriate or enables others to attain level 3 competency through administrator approved instruction with clear objectives	Consistently shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations	Minimally shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations	Rarely or never shares evaluation data and conclusions with the student, family, and other stakeholders, in accordance with federal and state regulations

STANDARD 6: COMMUNICATION AND COLLABORATION

The school nurse communicates effectively and collaborates with key stakeholders in the conduct of nursing practice

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Conveys accurate information in appropriate formats for students and families</p>	<p>NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) Emergency Preparedness and Response in the School Setting (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory source or two confirmatory sources 	<ul style="list-style-type: none"> •Individualized Healthcare Plans •Emergency Plans •Referral information in native language •Documentation of Interpreter services •Lesson plans and materials adapted for developmental needs •Pre/post conference 	<p>Meets level 3</p> <p>Also, actively seeks to learn from healthcare consumer requests and insights and incorporates feedback into future planning for health care needs or enables others to attain level 3 competencies through administrator approved instruction with clear objectives</p>	<p>Consistently conveys accurate information in appropriate formats for students and families</p>	<p>Sometimes conveys accurate information in appropriate formats for students and families</p>	<p>Rarely or never conveys accurate information in appropriate formats for students and families</p>
<p>Indicator 2</p> <p>Applies regulations pertaining to privacy and</p>	<p>NRS 392.420 NRS 391.292 Health Insurance Portability and Accountability Act</p>	<ul style="list-style-type: none"> •Direct evaluator observation •One confirmatory 	<ul style="list-style-type: none"> •Health Office Documentation •Communication documentation •Copies of 	<p>Meets level 3</p> <p>Also, consistently ensures student and family confidentiality</p>	<p>Consistently applies regulations pertaining to privacy and confidentiality to</p>	<p>Minimally applies regulations pertaining to privacy and confidentiality to</p>	<p>Rarely or never applies regulations pertaining to privacy and confidentiality to maintain the</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
confidentiality to maintain the rights of individual students and families in all communications	(HIPAA) Family Educational Rights and Privacy Act (FERPA) NASN Code of Ethics Personal Health Information Protection Act, 2004 (PHIPA) The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)	source or two confirmatory sources	Permission to obtain records in compliance with HIPAA/FERPA •Pre/post conference	through the education of peers and interdisciplinary colleagues	maintain the rights of individual students and families in all communications	maintain the rights of individual students and families in all communications	rights of individual students and families in all communications
Indicator 3 Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care	NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion The Role of the 21st Century School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position	•Direct evaluator observation AND One confirmatory source •Or two confirmatory sources	•Individualized Educational Plans •504 plans •Meeting notes •Health office documentation •Pre/post conference	Meets level 3 Also, actively participates in interprofessional activities, including but not limited to education, consultation, management, technological development, or research to enhance outcomes	Consistently partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care	Minimally partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care	Rarely or never partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes and quality care

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)						
Indicator 4 Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources	NRS 392.420 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21 st Century School Nurses (NASN Position Statement, June 2017)	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Health office documentation •Referral information •Referral source lists •Pre/post conference 	Meets level 3 Also, frequently demonstrates leadership role, initiating and sharing contacts with appropriate individuals and agencies to promote an optimal level of health and academic success or enables others to attain level 3 competency through administrator approved instruction with clear objectives	Consistently functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources	Minimally functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources	Rarely or never functions as a case manager in collaboration with the healthcare consumer (including the student) identifying community resources

STANDARD 7: EDUCATION AND PROFESSIONAL EVALUATION

The school nurse seeks knowledge and competence that reflect current nursing practice and promotes futuristic thinking; and evaluates one’s own nursing practice

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p>	<p>NRS 391.292 NRS 632.240 NRS 632.343 NRS 632.018 NSBN School Nurse Regulation and Advisory Opinion Education, Licensure and Certification of School Nurses (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Continuing education verification •Skills training records •Communication logs •Pre/post conference 	<p>Meets level 3</p> <p>Also, provides educational activities related to professional issues for peers and the school community</p>	<p>Consistently acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p>	<p>Minimally acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p>	<p>Rarely or never acquires knowledge, skills, and abilities relative to the school nurse role; the population of students, their families, and the school community; as well as the global or local health situation</p>
<p>Indicator 2</p> <p>Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength and as well as areas in which professional growth would be beneficial</p> <p>Takes action to achieve goals</p>	<p>NRS 632.240 NRS 632.343 The Role of the 21st Century School Nurse (NASN Position Statement) Supervision and Evaluation of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Completion of self- evaluation tool •Documentation of Professional Goal Setting •Annual evaluation summary •Continuing education verification •Pre/post conference 	<p>Meets level 3</p> <p>Also, plans, designs, and implements professional development or higher education programs in school health at the local, state, or national level or facilitates self-reflection and self-evaluation of nursing practice in peers</p>	<p>Consistently engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial</p> <p>Takes action to achieve goals identified during</p>	<p>Minimally engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial</p> <p>Takes action to achieve goals identified during the evaluation</p>	<p>Rarely or never engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial</p> <p>Rarely or never takes action to achieve goals</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
identified during the evaluation process	Statement, June 2017)				the evaluation process	process	identified during the evaluation process
Indicator 3 Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations	ANA/NASN Standards of Care for School Nursing NRS 632.018 NRS 632.240 NRS 391.292 NSBN School Nurse Regulation and Advisory Opinion Nevada Board of Nursing: Regulations District policies/protocols NASN Code of ethics The Role of the 21st Century School Nurse (NASN Position Statement) Supervision and Evaluation of the School Nurse (NASN Position Statement)	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Current nursing license •Current board of education licensure •Communication documentation •Continuing education verification •Pre/post conference 	Meets level 3 Also, provides formalized departmental training regarding regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations or enables others to attain level 3 competencies through administrator approved instruction with clear objectives	Consistently ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations	Minimally ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations	Rarely or never ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations
Indicator 4 Adheres to the guidance about professional practice as specified in School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and	NRS 632.018 NRS 632.240 NRS 632.343 The Role of the 21st Century School Nurse (NASN Position Statement) Supervision and Evaluation of the School Nurse (NASN Position Statement) ANA/NASN Code of Ethics	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Nursing License •Board of Education License •Other applicable licenses/certifications (Healthcare provider card, CPR/ AED, AHA Instructor card) •National Board Certification 	Meets level 3 Also, provides formalized departmental training regarding professional responsibility, accountability, and behavior or enables others to attain level 3 competency through administrator	Consistently adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of</i>	Minimally adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of Ethics for School</i>	Rarely or never adheres to the guidance about professional practice as specified in <i>School Nursing: Scope and Standard of Practice, Code of Ethics for Nurses with Interpretive Statements, and NASN Code of</i>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
NASN Code of Ethics for School Nurses				approved instruction with clear objectives	<i>Ethics for School Nurses</i>	<i>Nurses</i>	<i>Ethics for School Nurses</i>

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

The school nurse manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Assesses student care needs and resources available to achieve desired outcomes</p>	<p>NRS 392.420 NRS 391.292 The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •List of resources •Nursing referral documentation (completed, follow-up, etc.) •Communication documentation •Pre/post conference •Health Office Documentation 	<p>Meets level 3</p> <p>Also, independently seeks resources (grant-writing, special funds, etc.) for appropriate school health and departmental programs <i>or enables others to attain level 3 competencies through administrator approved instruction with clear objectives</i></p>	<p>Consistently assesses student care needs and resources available to achieve desired outcomes</p>	<p>Minimally assesses student care needs and resources available to achieve desired outcomes</p>	<p>Rarely or never assesses student care needs and resources available to achieve desired outcomes</p>
<p>Indicator 2</p> <p>Delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN Principles of Practice and the NCSBN National Guidelines for Nursing Delegation</p>	<p>NAC 632.226 NAC 632.220 NAC 388225 NRS 632.120 NRS 392.425 NSBN School Nurse Regulation and Advisory Opinion The Role of the 21st Century School Nurse (NASN Position Statement) Delegation, Nursing Delegation to</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Verification of training forms/documents •UAP training (field trips, first aid) •Other licensed nurses training verification forms •Communication documentation •Pre/post conference 	<p>Meets level 3</p> <p>Also, participates in the development of departmentally approved training materials to assure appropriate delegation of care <i>or enables others to attain level 3 competencies through administrator approved instruction with clear objectives</i></p>	<p>Consistently delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the <i>NCSBN National Guidelines for Nursing Delegation</i></p>	<p>Minimally delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the <i>NCSBN National Guidelines for Nursing Delegation</i></p>	<p>Rarely or never delegates in accordance with applicable legal and policy parameters, such as the nurse practice acts, NASN <i>Principles of Practice</i> and the <i>NCSBN National Guidelines for Nursing Delegation</i></p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Unlicensed Assistive Personnel in the School Setting (NASN Position Statement, June 2014)						
Indicator 3 Coordinates creation and implementation of the emergency action plan and disaster preparedness plans	NRS 450.B620 NRS 388.424 NSBN School Nurse Regulation and Advisory Opinion Emergency Preparedness and Response in the School Setting (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement)	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Emergency Plan/Crisis Plan •Communication documentation •Documentation of Drills (AED, Anaphylaxis, Diabetes, etc.) •AED checks documentation •CPR/AED classes documentation •Pre/post conference 	Meets level 3 Also, provides training to site or departmental staff regarding emergency/crisis planning and implementation	Consistently coordinates creation and implementation of the emergency action plan and disaster preparedness plans	Minimally coordinates creation and implementation of the emergency action plan and disaster preparedness plans	Rarely or never coordinates creation and implementation of the emergency action plan and disaster preparedness plans
Indicator 4 Promotes a safe and healthy workplace and professional practice environment	Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) Environmental Health in the	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •District approved environmental agents •Documentation of cleaning procedures •Training forms •Educational Bulletin Boards •Staff training in infection control •Documentation Classroom/Staff 	Meets level 3 Also, leads school nurses or school staff in advocating for and implementing environmental health principles in school nursing practice	Consistently promotes a safe and healthy workplace and professional practice environment	Minimally promotes a safe and healthy workplace and professional practice environment	Rarely or never promotes a safe and healthy workplace and professional practice environment

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	School Setting: The Role of the School Nurse (NASN Position Statement, January 2014) Public Health Standards		education •Pre/post conference				

STANDARD 9: EVIDENCED-BASED PRACTICE AND RESEARCH AND QUALITY OF PRACTICE
The school nurse integrates evidence and research findings, contributing to quality nursing practice

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Uses current evidence-based nursing knowledge, including research findings to promote further research and guide practice</p>	<p>NRS 392.435 NRS 392.437 NRS 392.439 The Role of the 21st Century School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND One confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Citations from relevant research articles •Citations from current communicable disease guidelines •Citations from current relevant evidence based web resources •Citations from presentations/lectures •Pre/post conference 	<p>Meets level 3</p> <p>Also, contributes to published literature using current evidence based nursing knowledge, including research findings, to guide practice or enables others to attain level 3 competencies through administrator approved instruction with clear objectives</p>	<p>Consistently uses current evidence-based nursing knowledge, including research findings, to promote further research and guide practice</p>	<p>Minimally uses current evidence-based nursing knowledge, including research findings, to promote further research and guide practice</p>	<p>Rarely or never uses current evidenced- based nursing knowledge, including research findings, to promote further research and guide practice</p>
<p>Indicator 2</p> <p>Identifying problems that occur in day-to-day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes</p>	<p>The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND one confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Health office statistics •Communication documentation •Incident reports •Documentation of meetings with administration/staff/ parents/ students •Pre/post conference 	<p>Meets level 3</p> <p>Also, participates in departmental activities to identify problems that occur in day-to day work routines to correct inefficiencies or enables others to attain level 3 competencies through administrator approved instruction with clear objectives</p>	<p>Consistently identifies problems that occur in day- to-day work routines to correct inefficiencies and incorporates evidence into school nursing practice to improve outcomes</p>	<p>Minimally identifies problems that occur in day-to-day work routines to correct inefficiencies and incorporates evidence into school nursing practice to improve outcomes</p>	<p>Rarely or never identifies problems that occur in day-to day work routines to correct process inefficiencies and incorporates evidence into school nursing practice to improve outcomes</p>
<p>Indicator 3</p> <p>Provides critical review and/or evaluation of policies, procedures, and guidelines to</p>	<p>NRS 391292 The Role of the 21st Century School Nurse (NASN Position paper) Supervision and</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND one confirmatory source •Or two 	<ul style="list-style-type: none"> •Documentation of participation on committees regarding school nursing practice •Referrals to appropriate personnel/committee 	<p>Meets level 3</p> <p>Also, develops, implements, and evaluates policies, procedures, and/or guidelines to improve the quality of school</p>	<p>Consistently provides critical review and/or evaluation of policies, procedures, and guidelines to</p>	<p>Minimally provides critical review and/or evaluation of policies, procedures, and guidelines to</p>	<p>Rarely or never provides critical review and/or evaluation of policies, procedures, and guidelines to</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
improve the quality of health care and delivery of school health services	Evaluation of the of the School Nurse (NASN Position Statement	confirmatory sources	for review of current nursing practice •School Nurse documentation for adherence of current policies and procedures •Pre/post conference	nursing practice or enables others to attain level 3 competency through administrator approved instruction with clear objectives	improve the quality of healthcare and delivery of school health services	improve the quality of healthcare and delivery of school health services	improve the quality of healthcare and delivery of school health services
Indicator 4 Identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness	NRS 391.292 Bullying Prevention in Schools (NASN Position Statement) Mental Health of Students (NASN Position Statement) LGBTQ Students: the Role of the School Nurse (NASN Position Statement) School-sponsored Before, After and Extended School Year Programs: the role of the school Nurse (NASN Position Statement) School-sponsored Trips, Role of the School Nurse (NASN Position Statement) Transition Planning for the Students with Chronic Health Conditions (NASN Position	•Direct evaluator observation AND one confirmatory source •Or two confirmatory sources	•504 plans/IEPs •Suicide protocol documentation •Reentry plans/ return to school documentation •Communication documentation •Delegation training documentation •Chronic illness training (diabetes, seizures, anaphylaxis, asthma, etc.) •Field trip training documentation •Individualized Healthcare Plans •Referral lists •Documentation of participation on committees regarding school nursing practice •Pre/post conference	Meets level 3 Also, engages in development, implementation, evaluation, and/or revision of policies, procedures, and guidelines to improve healthcare quality or enables others to attain level 3 competency through administrator approved instruction with clear objectives	Consistently identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness	Minimally identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness	Rarely or never identifies barriers and opportunities to improve healthcare safety, effectiveness, efficiency, equitability, timeliness, and student centeredness

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Associated National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Statement) Diabetes Management in the School Setting (NASN Position Statement)						

STANDARD 10: ETHICS, CULTURAL CONGRUENT PRACTICE, AND LEADERSHIP

The school nurse practices ethically and in a manner that is congruent with cultural diversity and inclusion principles, demonstrating leadership in the professional setting and the profession

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Related National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1</p> <p>Integrates the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015a) and the <i>Code of Ethics for School Nurses</i> (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing</p>	<p>Health Insurance Portability and Accountability Act (HIPAA) Family Educational Rights and Privacy Act (FERPA) ANA/NASN Code of Ethics The Role of the 21st Century School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017) ANA/NASN Code of Ethics</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND one confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Health Office Documentation •Communication documentation •School nurse documentation •Pre/post observation conference 	<p>Meets level 3</p> <p>Also, develops Departmental policies, procedures or professional activities to protect the healthcare consumer’s autonomy, dignity, rights, values, and beliefs for delivery of care or enables others to attain level 3 competency through administrator approved instruction with clear objectives.</p>	<p>Consistently integrates the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015a) and the <i>Code of Ethics for School Nurses</i> (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing</p>	<p>Minimally integrates the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015a) and the <i>Code of Ethics for School Nurses</i> (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing</p>	<p>Rarely or never integrates the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2015a) and the <i>Code of Ethics for School Nurses</i> (NASN, 2016b) to guide nursing practice and articulate the moral foundation of school nursing</p>
<p>Indicator 2</p> <p>Demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p>	<p>ANA/NASN Code of Ethics IDEIA Section 504 Transitioning Planning for Students with Chronic Health Conditions (NASN Position Statement) The Role of the 21st Century School Nurse (NASN Position Statement)</p>	<ul style="list-style-type: none"> •Direct evaluator observation AND one confirmatory source •Or two confirmatory sources 	<ul style="list-style-type: none"> •Communication documentation •Documentation of Re- entry plans/return to school plan Documentation/ Participation in Manifestation determinations •504 plan documentation •IEP documentation •Health Office 	<p>Meets level 3</p> <p>Also, promotes shared decision-making solutions in planning and evaluation processes when the student and family cultural preferences and norms may create incompatibility with evidenced- based</p>	<p>Consistently demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p>	<p>Minimally demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p>	<p>Rarely or never demonstrates respect, equality, and empathy in actions and interactions with all students, families, and the school community</p>

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Related National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	Mental Health of Students (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act The Role of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)		Documentation •Pre/post observation conference	practice			
Indicator 3 Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels	Role of the 21st Century Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)	•Direct evaluator observation AND one confirmatory source •Or two confirmatory sources	•Documentation of participation on committees related to school nursing •List of committee involvement •Committee notes •Committee Project outcomes •Pre/post observation conference	Meets level 3 Also, serves in formal leadership roles in departmental, local, state, or national committees	Consistently serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels	Minimally serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels	Rarely or never serves in key roles in the school and work settings by participating on committees, councils, and administrative teams at all levels
Indicator 4 Engages in teamwork as a team player and team builder	NRS 392.420 NRS 391.292 Transition Planning for Students with Chronic Health Conditions (NASN Position Statement)	•Direct evaluator observation AND one confirmatory source •Or two	•Communication documentation •Health Office documentation •504 plans/ IEP •Emergency Plans •Team	Meets level 3 Also, mentors colleagues for the advancement of nursing practice, the profession, and quality healthcare	Consistently engages in teamwork as a team player and team builder	Minimally engages in teamwork as a team player and team builder	Rarely or never engages in teamwork as a team player and team builder

Indicators				Performance Levels			
What School Nurses Need to Demonstrate	Related National Standards	Mandatory Evidence Sources	Confirmatory Evidence Sources	Level 4	Level 3	Level 2	Level 1
	The Role of the 21st Century School Nurse (NASN Position Statement) Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement) Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement) Whole School, Whole Community, Whole Child: Implications for 21st Century School Nurses (NASN Position Statement, June 2017)	confirmatory sources	schedules/meetings •Pre/post observation conference				