

 <b>Wisconsin Pupil Services Evaluation System: School Nurse Evaluation Rubric</b>				Based upon 2022 NASN Scopes and Standards and School Nursing Practice Framework™
<b>School Nursing Scope and Standards of Practice</b> Foundational document describing the professional expectations guiding the practice of school nursing. (National Association of School Nurses)				There are <b>five required components</b> . The remaining components are optional and are determined at the district level each year of the evaluation cycle (1 year or up to 3 years). Components 1, 2, 3, 4, 5, and 6 should be evaluated by a Nurse Supervisor (another registered nurse) as they relate to the Nursing Process. Components 5A, 5B, 7-18 are appropriate for non-nurse supervisor to evaluate.
<b>School Nursing Practice Framework™</b> Professional framework utilized by school nurses to describe and provide structure to evidenced-based school nursing practice. Four overlapping key principles of Care Coordination, Leadership, Quality Improvement, and Community/Public Health are practiced according to Standards of Practice including Wisconsin's Nurse Practice Acts and <i>School Nurses Scope and Standards of Practice</i> . (National Association of School Nurses)				
<b>Levels of Performance</b> <b>Developing:</b> Demonstrates marginally acceptable performance. Bases decisions on previous professional experiences--may or may not be specifically related to school nursing. Learning expectations of school nurse position, asks questions and seeks out resources. <b>Proficient:</b> Provides appropriate individualized and population care in the school setting. Care is based on conscious, abstract and/or analytical contemplation of the situation. Contributes to the school setting and school nurse profession, is prepared for events that may occur, relies on previous school nursing experiences. Understands long-term implications of actions and decisions. <b>Exemplary:</b> Provides extraordinary individualized/population-based care even in the most complex situations using an intuitive grasp and deep understanding of the whole situation. Contributes to the school setting, as well as to the broader school nurse/health profession based on data and research, sets or completes high professional development goals. (Connecticut State Department of Education)				
<b>Component Number/ Description/ Principle</b>	<b>Descriptors: Level 1 Developing</b>	<b>Descriptors: Level 2 Proficient</b>	<b>Descriptors: Level 3 Exemplary</b>	<b>Required or Optional</b>
<b>Component 1.0 Assessment</b> Description: The school nurse collects pertinent data and information relative to the student, family, group, school	O Uses already established data collection system for documentation of student and parent interactions on a regular basis.	O Integrates evidenced-based knowledge from current local, national, and global health initiatives and environmental	O Assists in educating others on the need for reviewing current policies, procedures, and protocols, in data	Optional

<p>community, or population. Principle: Care Coordination</p>	<p>O Demonstrates ability to access and follow district policies, procedures, protocols in data collection from students, parents, staff, and health office programs.</p> <p>O Collects, documents, and evaluates student interactions, screenings, and emergency situations, according to established guidelines.</p> <p>O Obtains health history assessments and prioritizes care for medically complex students.</p>	<p>factors into the assessment process.</p> <p>O Independently collects, prioritizes, documents, and evaluates individual and collective student health data using current best practice guidelines.</p> <p>O Prioritizes data collection based on student's acute health needs or the anticipated health needs of the student or situation.</p> <p>O Actively contributes to the data collection system in an organized manner; retrieves data for use in programming and improved services; and gives suggestions for system improvement.</p>	<p>collection of student and program information that follow state and federal laws.</p> <p>O Collectively develops and supports appropriate data collection tools and plans for use with medically complex student populations.</p> <p>O Participates in school community assessment using principles of population health, community engagement, nursing, social, ecological, and a systems perspective.</p>	
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<p><b>Component 2.0 Diagnosis</b> Description: The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses. Principle: Care Coordination</p>	<p>O Uses assessment data, standardized classification systems, and technology to articulate actual or potential nursing diagnoses.</p> <p>O Documents diagnoses in a manner that</p>	<p>O Interprets both the nursing and interprofessional diagnoses for the student, family, school community, and appropriate school staff.</p> <p>O Identifies gaps, and actual or potential risk or</p>	<p>O Uses high level critical thinking skills to determine trends in student diagnoses or health issues to formulate district programming.</p> <p>O Synthesizes population data to interpret findings</p>	<p>Optional</p>

	facilitates the determination of the expected outcomes and plan.	barrier to student and community health and safety including interpersonal systemic, cultural, or environmental circumstances.  O Verifies the diagnose with the student, family, community, population, and interprofessional colleagues.	and formulate conclusions about the health status, health outcomes, disparities and health conditions of students and the school community.  O Directs or guides others in formulating appropriate nursing diagnoses identification.	
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<b>Component 3.0 Outcomes Identification</b> Description: The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population. Principle: Care Coordination	O Identifies expected short-term student health and educational outcomes based on the nursing diagnoses that are developmentally appropriate.  O With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities.  O Determines outcomes with consideration of resources, including nurses other responsibilities that	O Engages the student, family, and interprofessional team in partnership to develop expected care outcomes and goals that are specific, measurable, attainable, realistic, time limited, inclusive and equitable (S.M.A.R.T.I.E.).  O Integrates evidence and best or promising practices to identify expected outcomes taking into account risk reduction strategies, benefits, costs, and clinical effectiveness.	O Mentors proficient school nurses in the role of case manager for students with health needs.  O Identifies and uses trends in student outcomes to guide district planning for future school programs.  O Analyzes school nurse sensitive student outcomes to inform school nurse practice.	Optional

	<p>are needed and available.</p> <p>O Constructs and documents student health outcomes that are measurable and include a reasonable time frame.</p>	<p>O Modifies expected student outcomes based on changes in health/wellness status.</p> <p>O Identifies health disparities and inequities and its effect on educational achievement.</p>		
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<p><b>Component 4.0 Planning</b> Description: The school nurse develops a collaborative course of action that prescribes strategies to attain expected, measurable outcomes that address the student, family, group, school community, or population. Principle: Care Coordination</p>	<p>O Establishes a plan of care to meet the health promotion, health education and social-emotional needs.</p> <p>O Prioritizes plan elements based on the assessment of the student's level of risk, safety needs, assets (or strengths), and social determinants of health.</p> <p>O Differentiates between the utilization of the Individualized Health Care Plan (IHP) and Emergency Action plans (EAP).</p> <p>O Recognizes the use of health care plans as it relates to students utilizing regular education,</p>	<p>O Incorporates health promotion, education and prevention activities for students making health office visits.</p> <p>O Integrates self-care model addressing a student or group of student's health care knowledge and skill deficit.</p> <p>O Collaborates with school nursing colleagues, medical advisors and nursing educators in developing a plan of care for students with complex, and special health care needs.</p> <p>O Establish a planning process which reflects compliance with</p>	<p>O Develops procedures and guidelines consistently utilizing standards of care, health care trends, promising, and evidence-based practice.</p> <p>O Utilizes national and international research in the planning of care for students with complex and special health care needs, and in health promotion, education, and prevention activities for all students, staff, and families.</p> <p>O Integrates the evaluation plan as an integral part of program planning.</p>	Optional

	IEPs and Section 504 Accommodation Plans.  O Communicates the health care plans (EAP or Student Health Plan) to the student, parents, and staff.	local, state and federal laws and standards in school nursing practice.		
Component Number/ Description/ Principle	Descriptors: Level 1 Developing	Descriptors: Level 2 Proficient	Descriptors: Level 3 Exemplary	<b>Required or Optional</b>
<b>Component 5.0 Implementation</b> Description: The school nurse executes an agreed upon plan/ intervention for student, family, group, school community, or population. Principle: Care Coordination	O Provides care to ill and injured according to standards of care.  O Collaborates with principal/ administrator to identify and designate Unlicensed Assistive Personnel (UAP) who are best suited for delivery of care as applicable.  O Assumes responsibility for the safe and efficient implementation of the plan.	O Delegates according to the health, safety, and welfare of the student while considering the circumstance, person, task, direction or communication, supervision, evaluation, as well as Wisconsin's Nurse Practice Acts, district policies while maintaining accountability for care.  O Partners with the student, family, school staff/ administration as appropriate to implement the plan.  O Documents implementation and modification of the plan.	O Uses <a href="#">implementation science</a> (application and integration of research evidence) to effect organizational or systems change.  O Participates in the development and implementation of written policies and procedures for school health services, healthy school environment and programs addressing school health and wellbeing.  O Integrates interprofessional collaboration and communication in the implementation of the plan.	Optional

			<ul style="list-style-type: none"> <li>O Uses systems, organizations, school, and community resources to implement the plan.</li> </ul>	
<p><b>Component 5.A Coordination of Care</b> Description: The school nurse aligns care for student, family, group, school community, or population. Principle: Care Coordination</p>	<ul style="list-style-type: none"> <li>O Shares individual health plans with appropriate staff and monitors to ensure plan is followed.</li> <li>O Trains staff as applicable in performing health care tasks and procedures.</li> <li>O Maintains training roster and delegation (skills training) records.</li> </ul>	<ul style="list-style-type: none"> <li>O Incorporates the individualized healthcare plan into the student’s educational day and afterschool activities.</li> <li>O Documents coordination of care.</li> <li>O Communicates with student, family, stakeholders, interprofessional team, and community-based resources to effect safe transition in continuity of care.</li> <li>O Facilitates students’ access to care for physical and mental health as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>O Advocates for the delivery of culturally competent, developmentally appropriate, and humane care by the interprofessional team.</li> <li>O Synthesizes data and information to identify gaps in services and to support and provide necessary system and community interventions, including modification of school environments.</li> </ul>	Optional
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<p><b>Component 5.B Health Teaching and Health Promotion</b> Description: The school nurse employs strategies to improve the health and safety of students, family, group,</p>	<ul style="list-style-type: none"> <li>O Serves as a resource to school staff regarding health education and various health topics.</li> <li>O Provides health counseling for</li> </ul>	<ul style="list-style-type: none"> <li>O Designs health information material and activities appropriate to developmental level, learning needs, readiness to</li> </ul>	<ul style="list-style-type: none"> <li>O Uses evidenced-based learning principles to conduct health teaching and counseling at the individual, aggregate, and population levels.</li> </ul>	Optional

<p>school community, or population. Principle: Community/ Public Health</p>	<p>students and their families to maximize classroom participation.</p>	<p>learn, and cultural values and beliefs.</p> <ul style="list-style-type: none"> <li>O Coordinates education of staff on various health issues and interprets students' health needs to school personnel.</li> <li>O Evaluates health information resources with the area of practice for accuracy, readability, and comprehensibility to help the school community access quality health information.</li> </ul>	<ul style="list-style-type: none"> <li>O Seeks opportunities for feedback and evaluation of the effectiveness of strategies used.</li> <li>O Provides anticipatory guidance to students and families to promote health and prevent or reduce the risk of negative health outcomes.</li> <li>O Participates in the evaluation of health curricula and other health instructional materials and activities.</li> </ul>	
<p><b>Component 6.0 Evaluation</b> Description: The school nurse systematically appraises progress toward attainment of student and school population goals and outcomes. Principle: Quality Improvement</p>	<ul style="list-style-type: none"> <li>O Uses a systematic and continuous process to evaluate whether or not plans were implemented as specified and expected health outcomes were achieved.</li> <li>O Involves the student and others in evaluation of attainment of expected outcomes and response to interventions.</li> </ul>	<ul style="list-style-type: none"> <li>O In collaboration with the student and others, determines whether student outcomes had the desired impact on health and educational progress.</li> <li>O Evaluates accuracy of diagnosis and effectiveness of interventions in relation to attainment of expected student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>O Develops systems for implementation and outcome evaluation.</li> <li>O Uses aggregated data from student outcomes to effect change to policies and procedures and promote school health programs that support student learning and healthy development.</li> <li>O Leads process, policy, procedure,</li> </ul>	<p>Optional</p>

	O Revises the plan as needed.	O Communicates results of evaluation to student and others and develops a revised plan as needed.	or protocol adjustments that support student health and learning.	
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<b>Component 7.0 Ethics</b> Description: The school nurse integrates ethics in all aspects of practice. Principle: Standards of Practice	<p>O Seeks out and uses the American Nurses Association (ANA) and the National Association of School Nurses (NASN) Code of Ethics, state and local guidance in making decisions on practice issues and asks questions with regards to Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) privacy and confidentiality laws.</p> <p>O Recognizes ethical dilemmas involving students, colleagues, or systems, and participates in resolving them with assistance.</p> <p>O Maintains therapeutic and professional boundaries.</p>	<p>O Establishes and is part of a network of resources for consultation in resolving ethical dilemmas or issues regarding FERPA.</p> <p>O Facilitates discussion and resolution of ethical dilemmas of students, colleague, or systems.</p> <p>O Educates others about therapeutic and professional student-nurse relationships and role boundaries.</p> <p>O Delivers care in a manner that preserves and protects the autonomy, dignity, and rights of students and families.</p> <p>O Safeguards the privacy and confidentiality of students, their data and information within ethical, legal, and regulatory</p>	<p>O Develops policies, procedures, and professional development activities that promote staff education and adherence to ethical standards related to: students, families, colleagues, and self.</p> <p>O Acts as consultant to others to resolve ethical issues or HIPAA/FERPA questions of students, colleagues or within systems.</p> <p>O Collaborates with other health professionals and the public to protect human rights and reduce health disparities.</p>	<b>REQUIRED</b>



		parameters (i. e. FERPA & HIPAA).		
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<p><b>Component 8.0 Advocacy</b> Description: The school nurse demonstrates advocacy in all roles and settings. Principle: Standards of Practice</p>	<ul style="list-style-type: none"> <li>O Articulates social determinants of health</li> <li>O Advocates for the rights, health and safety of the student and school community</li> <li>O Promotes removal of individual barriers to optimize well-being, health and educational achievement.</li> </ul>	<ul style="list-style-type: none"> <li>O Includes all members of the school team including student and family in care decisions.</li> <li>O Functions as a liaison between student, family, school staff, other professionals and agencies.</li> <li>O Promotes self-advocacy by students, families, communities and populations.</li> <li>O Practices using a trauma informed approach</li> </ul>	<ul style="list-style-type: none"> <li>O Educates other about the complex and holistic needs of the student, the role of the school nurse, and the vital components of optimal healthcare delivery in schools.</li> <li>O Contributes to professional organizations to collectively advance advocacy efforts, improve healthcare access and equity.</li> </ul>	Optional
<p><b>Component 9.0 Respectful and Equitable Practice</b> Description: The nurse practices with cultural humility and inclusiveness. Principle: Community/ Public Health</p>	<ul style="list-style-type: none"> <li>O Seeks to understand the effects and impact of discrimination and oppression within and among vulnerable cultural groups.</li> <li>O Uses terminology and salutations, communication characteristics, and written material appropriately vetted for the culture, literacy, and</li> </ul>	<ul style="list-style-type: none"> <li>O Consistently demonstrates respect, equity, and empathy in actions and interactions with all students, families, and the school community.</li> <li>O Communicates with appropriate language and behaviors, including the use of interpreters and translators in accordance with</li> </ul>	<ul style="list-style-type: none"> <li>O Engages community partners to identify cultural norms and values.</li> <li>O Creates an inventory of one's own values, beliefs, cultural heritage and implicit biases via critical self-reflection.</li> <li>O Advocates for policies, procedures,</li> </ul>	<b>REQUIRED</b>

	language of the population served.	healthcare preferences.  O Respects student and family decisions based on age, tradition, belief and family influence and stage of acculturation.  O Collaborates to establish a culture of safety for vulnerable students or groups.	programs, and service that promote health, prevent harm, and improve equitable access to care for culturally diverse student and families.	
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<b>Component 10.0 Communication</b> Description: The school nurse conveys information in all areas of practice. Principle: Leadership	O Practices effective communication with administrators and school staff; establishes good rapport with students and families.  O Demonstrates proficiency in written, verbal and electronic forms of communication.  O Confirms that the recipient of the communication heard and understands the message.  O Applies laws and regulations pertaining to privacy and	O Conveys accurate information in appropriate formats that takes into account the communication ability, health literacy, resources, and preferences of students, families, stakeholders, and members of the interprofessional team.  O Demonstrates knowledge of the roles of other school professionals and shares health data as needed.  O Uses communication styles and methods that demonstrate professionalism, caring, respect,	O Seeks continuous improvement of own communication and conflict resolution skills.  O Communicates to the appropriate authority, concerns about care process and decisions, potential or actual hazards deviations for the stand of care, errors in care, or the practice environment.	<b>REQUIRED</b>

	confidentiality in all communication	empathy, cultural humility, sensitivity, active listening, authenticity and trust.		
<p><b>Component 11.0 Collaboration</b> Description: The school nurse collaborates with student, families, and key stakeholders. Principle: Care Coordination</p>	<p>O Builds relationships with students, families, staff and outside agencies to meet student health needs and goals.</p> <p>O Shares knowledge of student health information anticipating impact in school setting.</p>	<p>O Advocates for collaboration among students, families, staff and outside agencies to meet student health needs and goals.</p> <p>O Coordinates management of students with complex health needs in school setting.</p> <p>O Develops health policies, procedures, and programs in collaboration with administrators and other stakeholders.</p> <p>O Works with Pupil Services staff particularly around mental health needs of students.</p>	<p>O Leads efforts to establish, plan, improve and sustain collaborative relationships to achieve safe, quality care the t school community that reflects values for justice, equity, diversity, and inclusion.</p> <p>O Assists students and families with connecting to outside agencies and resources for health needs and goals when school and life transitions occur.</p>	Optional
<p><b>Component Number/Description/Principle</b></p>	<p><b>Descriptors: Level 1 Developing</b></p>	<p><b>Descriptors: Level 2 Proficient</b></p>	<p><b>Descriptors: Level 3 Exemplary</b></p>	<p><b>Required or Optional</b></p>
<p><b>Component 12.0 Leadership</b> Description: The school nurse leads within their professional practice setting and the profession. Principle: Leadership</p>	<p>O Serves in key roles in the school and work setting by participating on committees.</p> <p>O Seeks guidance from school leader or mentor as needed for</p>	<p>O Influences policy to promote health for students and school community at the local level.</p> <p>O Uses evidenced-based leadership strategies to promote effective relationships,</p>	<p>O Demonstrates knowledge of school health programs and current health trends that may affect health care.</p> <p>O Influences policy to promote health for students and</p>	Optional

	professional growth.	influence others and manage change to achieve quality outcomes and a culture of safety.  O Directs the health services program within the school and community.	school community at the local and state levels.  O Contributes to the evolution of the profession through participation in professional organizations.	
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<b>Component 13.0 Education</b> Description: The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking. Principle: Quality Improvement	O Demonstrates basic knowledge and competency specific to current school nursing practice.  O Identifies own learning needs based on continual self-assessment, analysis of knowledge gaps and changing needs of student population.	O Engages in professional development activities to advance knowledge, skills and abilities relative to the school nurse role, the population of students, their families, and the school community  O Demonstrates knowledge and competency that reflects current school nursing practice.  O Maintains professional records that provide evidence of competency and lifelong learning.  O Maintains certifications, yearly CEUs and professional memberships.	O Provides professional learning opportunities for school nurse colleagues (presents at conferences, writes professional articles).  O Maintains certifications, yearly CEUs and professional memberships, as well as pursuit of national school nurse certification, DPI licensing, and/or advanced degree.	<b>REQUIRED</b>

<p><b>Component 14.0 Scholarly Inquiry</b> Description: The school nurse integrates scholarship, evidence, and research findings into practice. Principle: Quality Improvement</p>	<p>O Uses evidence-based researched findings to guide school nursing practice.</p> <p>O Collects data for local reporting.</p> <p>O Able to articulate current school nursing practice issues and trends.</p>	<p>O Consistently uses evidence-based research to guide and make changes in school nursing practice.</p> <p>O Stays informed of current health and practice issues and applies this knowledge to practice.</p> <p>O Participates in data collection such as surveys, pilot projects, and formal studies including state and national school health services data set.</p>	<p>O Consistently initiates changes in school nursing practice based upon evidence-based research findings and shares rationale with others so that they understand reason for change.</p> <p>O Conducts active school nurse research to guide and improve practice.</p> <p>O Shares research findings and presentations with colleagues and peers.</p>	Optional
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<p><b>Component 15.0 Quality of Practice</b> Description: The school nurse contributes to quality nursing practice. Principle: Quality Improvement</p>	<p>O Assures that local education unit/agency is in compliance with mandated health service activities.</p> <p>O Develops specific, measurable, achievable, realistic, timely, inclusive, and equitable (S.M.A.R.T.I.E.) objectives. .</p>	<p>O Documents school nursing practice in a manner that supports quality and performance improvement initiatives.</p> <p>O Identifies, collects, analyzes data; formulates recommendations and implements activities to improve school nursing practice.</p> <p>O Prioritizes quality initiatives based on importance,</p>	<p>O Identifies barriers to and opportunities for improvement of health care safety, effectiveness, efficiency, equity, timeliness and student centeredness.</p> <p>O Initiates changes in nursing practice at the district level based on the results of quality improvement activities.</p> <p>O Provides regular and critical review</p>	Optional

		severity, timeliness, trends, and readiness.  O Collects outcome data on practice of non-licensed school health staff as applicable.	and evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services.	
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<b>Component 16.0 Professional Practice Evaluation</b> Description: The school nurse appraises one's own and others' school nursing practice. Principle: Quality Improvement	O Solicits input from supervisor, peers, principals, staff, parents, and students and uses that information to improve practice.  O Takes action to achieve goals identified in the evaluation process.	O Engages in self-reflection and self-evaluation of practice, identifying areas of strength as well as areas in which professional development would be beneficial.  O Provides evidence for practice decisions and actions as part of the informal and formal evaluation process.  O Adheres to professional practice guidelines and practice is consistent with regulatory requirements pertaining to licensure, Wisconsin statues, rules, and regulations.	O Influences organizational policies and procedures to promote evidenced-base evaluation standard and guidelines.  O Provides peers and others with formal and informal constructive feedback regarding their practice or role performance.  O participates in development of school health support staff job descriptions that reflect their education and preparation.	<b>REQUIRED</b>
<b>Component 17.0 Resource Stewardship</b> Description: The school nurse utilizes	O Assists students and families in obtaining appropriate	O Identifies critical health needs of school population and develops	O Independently seeks resources (grant-writing, special funds, etc.)	Optional

appropriate resources to plan, provide, and sustain evidence-based nursing service that are safe, effective, financially responsible, and used judiciously. Principle: Community/Public Health	services within the school and community.  O Follows district procedures for ordering and maintaining health office supplies and equipment.	appropriate interventions to maximize resources.  O Reports data on all aspects of resource utilization, including delegation and staff training.	for appropriate school health programs.  O Participates in disaster and after-action planning and reporting, anticipating needed resources and supplies.	
<b>Component Number/Description/Principle</b>	<b>Descriptors: Level 1 Developing</b>	<b>Descriptors: Level 2 Proficient</b>	<b>Descriptors: Level 3 Exemplary</b>	<b>Required or Optional</b>
<b>Component 18.0 Environmental Health</b> Description: The school nurse practices in a manner that advances environmental safety, justice, and health. Principle: Community/Public Health	O Identifies environmental health risks to students, staff and visitors and reports to supervisor.  O Uses scientific evidence to determine whether a product or treatment is a potential environmental threat.  O Uses products or treatments consistent with evidenced-based practice to reduce environmental threats and hazards.	O Participates in developing strategies to promote healthy communities and school environments including improved indoor air quality.  O Facilitates the assessment of the practice environment for factors that negatively affect health in the school setting including safe staffing ratios, food safety, sound, odor, chemicals, mold, noise, and light.	O Advocates for various aspects of school safety (tobacco free schools, air quality, playground and sports safety, substance abuse prevention, anti-bullying, sanitation, etc.).  O Creates or participates in partnerships that promote sustainable environmental health policies particularly affecting vulnerable populations.	Optional

### References:

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