Maine School Nurse Evaluation Tool

School Nurse Competencies and Evaluation

A Guide for School Nurses, School Nurse Supervisors, and School Administrators

Maine
Department of
Education

Office of School and Student Supports
Maine Department of Education

Contents

Introduction

School nursing is a complex and evolving specialty that plays a vital role in student health and academic success. To support professional growth and evaluation, the Maine Department of Education (DOE) developed this tool, adapted from Tennessee's School Nurse Competencies & Evaluation guide and aligned with the National Association of School Nurses (NASN)'s School Nursing Practice Framework™ (2024).

Grounded in *School Nursing: Scope and Standards of Practice, 4th Edition*, this resource supports self, peer, and supervisory evaluations across Maine's School Administrative Units (SAUs) and incorporates Patricia Benner's Novice to Expert model to assess clinical skills and identify areas for growth. Ongoing evaluation ensures competency, supports development, and contributes to safe, high-quality student care.

Evaluation of the School Nurse

School nurses are essential to equitable, high-quality education and are recognized under Every Student Succeeds Act (ESSA) as specialized instructional support personnel. Their role is governed by federal and state nursing and public health laws, statutes, and regulations, including Maine's Nurse Practice Act, and requires regular evaluation to maintain standards.

Non-clinical aspects of school nursing, such as compliance with policies and procedures, state and federal education regulations, organization, collaboration, and classroom teaching methodologies, may be overseen and evaluated by non-nursing administrators. Clinical aspects of school nursing practice necessitate supervision and evaluation by nurse leadership holding an active Registered Nurse (RN) license. Appropriate clinical oversight and evaluation are essential for developing and strengthening school nursing competencies.

This evaluation tool is non-punitive and designed to support professional growth. While some criteria, such as aspects of health office structure, may be outside the nurse's direct control, their inclusion allows school nurses to identify gaps, demonstrate leadership, and advocate for change.

The *Nursing: Scope and Standards of Practice, 4th Edition*, jointly published by the National Association of School Nurses (NASN) and the American Nurses Association (ANA), recommends that school nurses be registered professional nurses holding at least a baccalaureate degree in nursing from an accredited institution and supports national school nurse certification. NASN asserts that consistent access to a registered professional nurse throughout the school day can significantly improve students' health, safety, and educational attainment.

Evaluation recognizes contributions, identifies areas for growth, and maintains accountability. Because school nurses often work independently, comprehensive evaluations—including self, peer, and supervisor input—are essential.

The Maine State Board of Nursing bears the legal and ethical responsibility to ensure nurses are accountable for their competency and behaviors impacting patient/client care. All applicants for licensure, license renewal, reactivation, or reinstatement must provide evidence of continued competency in their work setting. Satisfactory employer and peer evaluations are recognized methods for demonstrating competency, as outlined in the Rules and Regulations of the Maine State Board of Nursing. The Maine State Board of Nursing mandates that all nurses document evidence of competence relevant to their current practice role, emphasizing that individual nurses are responsible for maintaining and demonstrating competence in their practice, regardless of whether the recipient of the nursing intervention is an individual, family, community, nursing staff, nursing students, or others.

In conclusion, supervised evaluation is key to ensuring school nurses provide safe, competent, and high-quality care. When led by qualified professionals and aligned with national standards, this process fosters growth, accountability, and positive student outcomes.

School Nursing Practice Framework™

School Nursing Practice Framework™
Supporting Students to be Healthy, Safe and Ready to Learn

School Nurse
Care Coordination
Community/Public Health
Quality Improvement
Leadership
Family and School Community
Students
Standards of Practice

Care Coordination
- Provide direct care for emergent, episodic, and chronic mental and physical health needs.
- Connect student and family to available resources.
- Collaborate with families, school community, mental health team (including school counselors, social workers, and psychologists), and medical home.
- Develop and implement plans of care.
- Foster developmentally appropriate independence and self-advocacy.
- Provide evidence-based health counseling.
- Facilitate continuity of care with family during transitions.

Leadership
- Direct health services in school, district, or state.
- Interpret school health information and educate students, families, school staff, and policymakers.
- Advocate for district or state policies, procedures, programs, and services that promote health, reduce risk, improve equitable access, and support culturally appropriate care.
- Engage in and influence decision-making within education and health systems.
- Participate in development and coordinate implementation of school emergency or disaster plans.
- Champion health and academic equity.
- Share expertise through mentorship/preceptorship.
- Practice and model self-care.

Quality Improvement
- Participate in data collection for local, state, and national standardized data sets and initiatives.
- Transform practice and make decisions using data, technology, and standardized documentation.
- Use data to identify individual and population level student needs, monitor student health and academic outcomes, and communicate outcomes.
- Engage in ongoing evaluation, performance appraisal, goal setting, and learning to professionalize practice.
- Identify questions in practice that may be resolved through research and evidence-based practice processes.

Community/Public Health
- Provide culturally sensitive, inclusive, holistic care.
- Conduct health screenings, surveillance, outreach, and immunization compliance activities.
- Collaborate with community partners to develop and implement plans that address the needs of school communities and diverse student populations.
- Teach health promotion, health literacy, and disease prevention.
- Provide health expertise in key roles in school, work, and community committees/councils/coalitions.
- Assess school and community for social and environmental determinants of health.

Standards of Practice
- Ensure practice consistent with the scope and standards of school nursing practice, health and education laws (consider the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, Nurse Practice Act, state laws regarding school nursing practice and delegation), federal/state/local policies and regulations, and NASN position statements and code of ethics.
- Employ clinical judgment and critical thinking outlined in nursing process and prioritization.
- Integrate evidence and best/promising practices (consider multi-tiered systems of support, clinical practice guidelines).
- Safeguard privacy of students and data (consider Health Insurance Portability & Accountability Act, Family Educational Rights and Privacy Act).

NASN
National Association of School Nurses

Source. https://www.nasn.org/nasn-resources/framework Re-printed with permission by the National Association of School Nurses.

The *School Nursing Practice Framework*™ (*Framework)*, aligned with the *School Nursing: Scope and Standards of Practice (4th ed.)*, offers a structure for evaluating school nursing practice and fostering a comprehensive understanding of the profession for both nurses and evaluators. This *Framework* illustrates the support of student health through school nursing's specialized practice, encompassing the interconnected principles of care coordination, leadership, quality improvement, and community/public health, all underpinned by standards of practice. Key elements include professionalism, continuous quality improvement, and performance appraisal. The principle of quality improvement emphasizes an ongoing, evidence-based approach to guide school nursing practice, incorporating continuous improvement, documentation/data collection, evaluation, meaningful health and academic outcomes, performance appraisal, research, and uniform data sets.

The Standards of Practice for School Nursing

The Standards of Practice for School Nursing use a critical thinking model known as the nursing process to describe a competent level of nursing care. These standards encompass all the significant actions taken by school nurses and form the foundation of their decision-making. There are six elements of the Standards of Practice Model: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care/Health Teaching and Promotion, and Evaluation.

The Standards of Practice for School Nursing carry significant weight in legal matters. They serve as a benchmark for evaluating a nurse's conduct and demonstrate adherence to professional practice standards. They are valuable resources in educating non-nurse administrators and stakeholders about the role of school nursing.

The Standards of Professional Performance for School Nursing

The Standards of Professional Performance for School Nursing express the competent level of behavior in the professional role of the school nurse. All school nurses should participate in professional activities appropriate for their education, experience, and position. The school nurse is accountable for their professional actions to themselves, the students, families, school communities, the profession, and society. The Standards of Professional Performance include: Ethics, Advocacy, Respect and Equitable Practice, Communication, Collaboration, Leadership, and Education. Look at each Professional Performance standard as a whole and reference the appendix for a breakdown of competencies.

Evaluation Process

It is the position of the National Association of School Nurses that school nursing clinical practice competency is supervised or evaluated by an RN with knowledge of school nursing (NASN, 2024). This is essential in developing and strengthening the clinical competencies of the school nurse to deliver high-quality and safe care.

School Nurse Responsibility

- Know and understand the school nursing scope and standards.
- Understand how to develop S.M.A.R.T.I.E. goals.
- Understand the district/school's evaluation process.
- Prepare for and participate in the evaluation process.
- Gather data and evidence to support performance and goal attainment.
- Develop and implement strategies to improve performance and attain identified goals.

Evaluator Responsibility

- Know and understand the school nursing scope and standards.
- Understand how to develop S.M.A.R.T.I.E. goals.
- Participate in the training of the district/school's evaluation process.

- Ensure that all components of the district/school's evaluation process are conducted.
- Identify the school nurse's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the school nurse evaluation documentation contain accurate information and reflect the school nurse's performance.
- Develop and supervise the implementation of corrective action plans, as indicated.

A vital aspect of nursing practice is documentation. School nurses should develop a professional digital portfolio (Wallin & Rothman, 2024). A well-maintained portfolio showcases accomplishments and professional advancement and streamlines recertification (e.g., Maine DOE 524 endorsement, National School Nurse Certification). Items to include in the portfolio:

- Professional mission statement
- Curriculum Vitae
- Professional goals
- Evidence of professional development & accomplishments
- Artifact table that provides evidence of competencies in each of the principles of the *Framework*

Patricia Benner: Novice to Expert

- **Novice** – A nurse transitioning to the specialty of school nursing. Understand general rules to perform tasks, their behavior is rule-governed, limited, and inflexible.
- **Advanced beginner** – A nurse with some experience, including observational experiences. Performance is acceptable; this nurse has gained experience in school nursing situations. This experience helps guide nursing actions.
- **Competent** – Generally, a nurse with two or three years of school nursing experience. This nurse becomes more aware of long-term goals. This nurse can achieve greater efficiency and organization due to the experiences and perspectives they have gained from planning their own actions.
- **Proficient** – A nurse perceives and understands situations as whole parts. This nurse has gained improved decision-making skills as they have developed a more holistic understanding of school nursing. These experiences of the nurse have led to intuitiveness in certain situations and the ability to pivot plans as needed.
- **Expert** – A nurse who no longer relies on principles, rules, or guidelines to connect situations and determine actions. This nurse's extensive background in school nursing gives the nurse an intuitive grasp of clinical situations. This nurse's performance is fluid, flexible, and highly proficient.

This evidence-based tool is meant to be a resource to best evaluate a school nurse's role. School administrative units (SAUs) can determine at the local level how best to implement this tool at the local level. Some ideas would include:

1) Complete the evaluation tool in its entirety, annually.

2) Select a standard or two annually on which to focus.

3) Select all standards yet choose 2-3 objectives below each standard for annual focus.

4) Select all 18 standards and evaluate the standard alone, versus individual objectives, annually.

5) Break the evaluation into two parts and evaluate half the first year, and the other half the following year.

School Nurse Evaluation

Name:

Position:

School Year:

School:

Standards of School Nursing Practice

Rating Scale

N = Novice   A = Advance Beginner   C = Competent   P = Proficient   E = Expert

	Self-reflection					Peer/Supervisor				
	N	A	C	P	E	N	A	C	P	E
Standard 1. Assessment –The school nurse collects pertinent data and information relative to the student, family, group, school community, or population.										
1. Recognizes the impact of personal attitudes, values, and beliefs on the assessment process.										
2. Creates the safest environment possible for conducting assessments										
3. Uses evidence-based assessment techniques, instruments, tools, available data, information, and knowledge relevant to the situation to identify patterns and variances in students' health.										
4. Conducts a whole child assessment related to health, education, and quality of life in an interprofessional, systematic, ongoing manner.										
5. Recognizes the student and their parent/guardian as the decision-makers regarding their own health.										
6. Identifies barriers to effective written, verbal, and nonverbal communication based on personal, cognitive, physiological, ethnic, cultural, psychosocial, literacy, environmental, and financial considerations.										
7. Integrates evidence-based knowledge from current local, national, and global health initiatives and environmental factors into the assessment process.										
8. Prioritizes data collection based on the student's acute health needs or the anticipated health needs of the student or situation.										
9. Adheres to ethical, federal, state, and district laws, guidelines, and policies in the collection, maintenance, use, and dissemination of data.										
10. Validates the analysis with the student/parent/guardian and interprofessional team.										
11. Documents data accurately and, in accordance with federal, state, and district privacy regulations, in a manner accessible to the interprofessional team.										
12. Uses national and regional standardized data sets and systems whenever possible.										
13. Attains knowledge regarding emerging technologies that may impact the assessment process (e.g., telehealth, artificial intelligence).										
14. Participates in school community assessment using principles of population health, community engagement, nursing, social ecology, and a systems perspective.										

Professional evidence or example(s):

N	A	C	P	E		N	A	C	P	E
					Standard 2. Diagnosis –The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses.					
					1. Identifies the student, family, and school community strengths and abilities, including support systems, health literacy, and engagement in self-care.					
					2. Identifies gaps and actual or potential risks or barriers to student and school community health and safety, including interpersonal, systemic, cultural, or environmental circumstances.					
					3. Uses assessment data, standardized classification systems, and technology to articulate actual or potential diagnoses.					
					4. Verifies the diagnoses with the student, family, community, population, and interprofessional colleagues.					
					5. Prioritizes diagnoses based on mutually established goals to meet the needs of the student or school community across the health-illness continuum.					
					6. Documents diagnoses in a manner that facilitates the determination of the expected outcomes and plan.					
					7. Interprets both the nursing and interprofessional diagnoses for the student, family, school community, and appropriate school staff.					
					8. Synthesizes population data to interpret findings and formulate conclusions about the health status, health outcomes, disparities, and health conditions of students and the school community.					

Professional evidence or example(s):

N	A	C	P	E		N	A	C	P	E
					Standard 3. Outcomes Identification –The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population.					
					1. 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.).					
					2. Formulates holistic, expected outcomes derived from assessments and diagnoses that reflect the student and family's culture, values, and ethical concerns.					
					3. Integrates evidence and best or promising practices to identify expected outcomes, taking into account risk reduction strategies, benefits, costs, and clinical effectiveness.					
					4. Modifies expected student outcomes based on changes in health/wellness status.					
					5. Develops expected S.M.A.R.T.I.E. goals and outcomes for population interventions in partnership with stakeholders.					
					6. Documents expected outcomes.					

Professional evidence or example(s):

	N	A	C	P	E
Standard 4. Planning –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.					
1. Develops an individualized, holistic, evidence-based plan in partnership with the student, family, and their interprofessional team.					
2. Integrates primary preventive care into planning, including collaborations with the medical, dental home, and community partners.					
3. Develops a plan to address the needs of the school community and student populations with community partners.					
4. Prioritizes plan elements based on the assessment of the student's level of risk, safety needs, assets (or strengths), and social determinants of health.					
5. Designs the plan to include responsible and appropriate use of health and medical interventions to maximize student health and independence in the least restrictive environment.					
6. Includes innovative practices from nursing and other disciplines in the plan.					
7. Seeks new scientific evidence and best or promising practices to achieve expected plan outcomes.					
8. Designs the plan to address each of the identified diagnoses.					
9. Creates an implementation pathway that describes timeline, steps, and expected outcomes.					
10. Develops a plan that reflects compliance with current statutes, rules and regulations, and standards.					
11. Modifies the plan according to the ongoing assessment of the student's response and other outcome indicators such as health behavior change theory and new knowledge.					
12. Documents the plan using standardized language or recognized terminology.					
13. Partners with community members, health professionals, and stakeholders to prioritize assessment findings, diagnoses, and expected outcomes to support the development of population-based plans.					
14. Participates in the development of the emergency operation/disaster plans and after-action reporting.					

Professional evidence or example(s):

N	A	C	P	E	Standard 5. Implementation –The school nurse executes an agreed-upon plan/intervention for the student, family, group, school community, or population.	N	A	C	P	E
					1. Translates evidence and clinical practice guidelines into practice with fidelity for safe, quality health-care, and student, family, and school community satisfaction.					
					2. Partners with the student, family, or community to implement the plan in a safe, effective, efficient, timely, student-centered, and equitable manner.					
					3. Integrates interprofessional collaboration and communication in the implementation of the plan.					
					4. Develops professional therapeutic relationships with students, promoting developmentally appropriate independence.					
					5. Provides culturally sensitive, inclusive, and holistic care that focuses on the student and school community and addresses and advocates for the needs of diverse populations.					
					6. Uses evidence-based interventions and strategies to achieve the mutually identified student-centered goals and outcomes specific to the problem or needs.					
					7. Integrates critical thinking and technology solutions to implement the plan.					
					8. 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 the state nurse practice act regulations, institution, and regulatory entities while maintaining accountability for the care.					
					9. Documents the implementation and modifications of the plan.					
					10. Integrates traditional, alternative, and complementary healthcare practices as appropriate.					
					11. Provides prescribed interventions, including medication administration, treatments, counseling, and crisis intervention for students.					
					12. Utilizes systems, organizations, school, and community resources to implement the plan.					
					13. Coordinates the implementation of the emergency operation/disaster plan.					

Professional evidence or example(s):

N	A	C	P	E		Standard 5A. Coordination of Care – The school nurse aligns care for the student, family, group, school community, or population.	N	A	C	P	E
						1. Coordinates creation and implementation of plan(s).					
						2. Provides care coordination among all members of the student's interprofessional education and healthcare team, including parents/guardians.					
						3. Manages a student's care and promotes developmentally appropriate independence to reach mutually agreed upon student-centered outcomes.					
						4. Facilitates students' access to care.					
						5. Communicates with the student, family, stakeholders, interprofessional team, and community-based resources to effect safe transitions in continuity of care.					
						6. Establishes the expectation of dignified, culturally congruent, developmentally appropriate, student-centered, and holistic care by the interprofessional team.					
						7. Documents the coordination of care.					
						8. Incorporates the individualized healthcare plan into the student's educational day and school-sponsored activities.					

Professional evidence or example(s):

						N	A	C	P	E
N	A	C	P	E	**Standard 5B. Health Teaching and Health Promotion** –The school nurse employs strategies to improve the health and safety of students, family, group, school community, or population.					
					1. Provides opportunities for the student and school community to identify needed health literacy, health promotion, disease prevention, and self-management topics.					
					2. Engages health promotion/health teaching considering the student and school communities' values, beliefs, health practices, developmental level, learning needs, readiness to learn, language preference, spirituality, culture, and socioeconomic status.					
					3. Uses evidence-based learning principles to communicate health promotion and disease prevention information to the student and school community.					
					4. Engages consumer alliance and advocacy groups in health teaching and health promotion activities for students and the school community.					
					5. Provides anticipatory guidance to students and families to promote health and prevent or reduce the risk of negative health outcomes.					
					6. Collaborates with other school health professionals to provide appropriate and timely health promotion and health education to the student, family, and school community.					
					7. Promotes health principles using the *School Nursing Practice Framework*™ and the *Whole School, Whole Community, Whole Child* model for students and the school community.					
					8. Evaluates health information resources within the area of practice for accuracy, readability, and comprehensibility to help the school community access quality health information.					
					9. Serves as a primary resource to the school community regarding health information and wellness.					
					10. Utilizes evidence-based learning principles to conduct health teaching and counseling at the individual, aggregate, and population levels.					

Professional evidence or example(s):

N	A	C	P	E		N	A	C	P	E
					Standard 6. Evaluation – The school nurse systematically appraises progress toward the attainment of student and school population goals and outcomes.					
					1. Utilizes applicable standards and defined criteria in the evaluation process					
					2. Determines – in partnership with the student, family, and other stakeholders – the safety, timeliness, effectiveness, efficiency, equitability, and patient-centeredness (STEEEP) of the strategies in relation to the responses to the plan and attainment of outcomes.					
					3. Collects data to conduct holistic, systematic, ongoing, and evidence-based evaluation of the goals and outcomes to revise the diagnosis, outcomes, plan, implementation, and evaluation strategies as needed.					
					4. Conducts process evaluation of evidence-based interventions to determine fidelity and application within the school setting.					
					5. Documents the results of the evaluation, including recommendations for improvement of the plan as identified by the school nurse, family, education, and community partners.					
					6. Shares evaluation data and conclusions with the student, family, and other stakeholders in a timely, clear, and transparent manner in accordance with federal, state, and local regulations.					
					7. Analyzes feedback and evaluation from the students, parents, staff, and school community members to determine the effectiveness of the employed strategies.					
					8. Uses results of evaluation to recommend process, policy, procedure, or protocol revisions.					

Professional evidence or example(s):

Refer to the Appendix as needed to review Professional Competencies.

Standards of Professional Performance for School Nursing	Self-reflection					Peer/ Supervisor				
Rating Scale N = Novice A = Advance Beginner C = Competent P = Proficient E = Expert	N	A	C	P	E	N	A	C	P	E
Standard 7. Ethics - The school nurse integrates ethics in all aspects of practice.										
Standard 8. Advocacy – The school nurse demonstrates advocacy in all roles and settings.										
Standard 9. Respectful and Equitable Practice – The school nurse practices with cultural humility and inclusiveness.										
Standard 10. Communication –The school nurse effectively conveys information in all areas of practice.										
Standard 11. Collaboration - The school nurse collaborates with students, families, and key stakeholders.										
Standard 12. Leadership -The school nurse leads within their professional practice setting and the profession.										
Standard 13. Education -The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking.										
Standard 14. Scholarly Inquiry – The school nurse integrates scholarship, evidence, and research findings into practice.										
Standard 15. Quality of Practice -The school nurse contributes to quality nursing practice.										
Standard 16. Professional Practice Evaluation – The school nurse appraises one's own and others' school nursing practice.										
Standard 17. Resource Stewardship - The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.										
Standard 18. Environmental Health - The school nurse practices in a manner that advances environmental safety, justice, and health.										

Professional evidence or example(s):

Accomplishments

Overall Evaluation Summary

☐ Novice

☐ Advance Beginner

☐ Competent

☐ Proficient

☐ Expert

Comments

School Nurse's Name   **School Nurse's Signature**   **Date**

School Nurse Supervisor/Peer Reviewer's Name   **School Nurse Supervisor/Peer Reviewer's Signature**   **Date**

Sample School Health Office Audit Tool

CRITERIA		PERFORMANCE		
		Compliant	Needs Improvement	Plan
ADMINISTRATIVE	School Administrative Unit policy and protocol are available.			
	School Health Services policies, protocols, and chronic health and emergency management procedures are available.			
	A procedure for reporting medication errors is available.			
	Current standing orders, signed within the year.			
	Bloodborne pathogen exposure control plan available.			
	Collaborative Practice Agreement, signed within the year.			
MEDICATION ADMINISTRATION	Medication administration policy is available.			
	Decision tree for coordination and oversight is available.			
	Documentation of annual training for unlicensed assistive personnel (UAP) is available.			
	Medications are locked in a cabinet, drawer, or refrigerator used only for medication, in a room that can be locked.			
	All medications, including over-the-counter medications, are stored in original, labeled containers.			
	No expired medications.			
	Written parental permission forms and physician orders for student medication administration are available and signed within the year.			
	A medication inventory and administration record for each student is available. Controlled medications are counted upon receipt, with a perpetual daily log maintained on the student's medication record.			
EMERGENCIES	Student emergency health information is readily available.			
	Student emergency medication is readily available.			
	Contact information for staff trained in First-aid, CPR, and AED use.			
	Procedure to report accidents/incidents and injuries in use and readily available			
	First aid emergency equipment is available and not expired.			
	Stock epinephrine, glucagon, and albuterol are available.			

HEALTH OFFICE	Private examination areas for assessment, treatment, medication administration, or rest.			
	Private space for conferencing.			
	An area for isolation is available.			
	An ADA-accessible bathroom that has ventilation, hot and cold running water, and floor drains.			
	Water source outside of the bathroom to allow medication administration, hand hygiene, and first aid.			
	Access to fresh air and exhaust fans to provide adequate ventilation.			
	One cot for every 200 students in the school, with privacy.			
	Clock with secondhand, chairs, flashlight, and wheelchair			
	Pedal-controlled, covered waste receptacle with disposable liners.			
	Sharps container for disposal of hazardous medical waste and procedures for disposal of hazardous waste containers			
STAFF	The health office is staffed full-time.			
	Health office staff: ☐ RN ☐ LPN ☐ Health Aide	RN supervision provided by:		Frequency onsite:
RECOMMENDATIONS	Comments:			

(Office of the Deputy Mayor for Education)(Tennessee Department of Education, 2023)

(Selekman, Shannon, & Yonkaitis, 2019)

_____	_____	_____
School Nurse's Name	**School Nurse's Signature**	**Date**

_____	_____	_____
Administrator Name	**Administrator's Signature**	**Date**

S.M.A.R.T.I.E. Goals

Following the evaluation, assess your strengths and areas for improvement. Select 3-5 areas to establish goals moving forward. Using the S.M.A.R.T.I.E. goal format provides a roadmap for accomplishing your goals. Goals should be Specific, Measurable, Achievable, Relevant, Timely, Inclusive, and Equitable. The worksheet following the evaluation form will help you outline your S.M.A.R.T.I.E. goals. If you are struggling to write S.M.A.R.T.I.E. goals, this PDF, From SMART to SMARTIE Objectives, may assist you with writing your goals.

Specific: What exactly will you accomplish?

Measurable: How will you quantify your progress?

Achievable: Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?

Relevant: How does your goal contribute to your professional development and complement your present responsibilities?

Timely: When will you achieve this goal?

Inclusive: Does your goal consider the perspectives of all? Is the goal culturally responsive, and does it address health disparities?

Equitable: Does the goal eliminate barriers to access, promote fairness, and justice in healthcare delivery?

S.M.A.R.T.I.E Goals
Goal 1:
_____
Goal 2:
_____
Goal 3:

_____   _____   _____
Goal 4:
_____   _____   _____
Goal 5:
_____   _____   _____

School Nurse's Name	School Nurse's Signature	Date
School Nurse Supervisor/Peer Reviewer's Name	**School Nurse Supervisor/Peer Reviewer's Signature**	**Date**

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Appendix

Standard 7: Ethics - The school nurse integrates ethics in all aspects of practice.

1. Integrates the Code of Ethics for Nurses with Interpretive Statements and the Code of Ethics for the School Nurse to guide nursing practice and articulate the moral foundation of school nursing.
2. Demonstrates commitment to self-reflection, self-care, and ethical competence through continued personal and professional development.
3. Integrates caring, kindness, social justice, and respect for inherent autonomy, dignity, worth, and unique attributes of all people into nursing practice and policy.
4. Promotes student and family engagement in informed and shared decision-making and self-determination.
5. Utilizes ethics guidance or resources in situations where the rights of the student and parent conflict with evidence-based practice.
6. Demonstrates their primary commitment is to the student, regardless of setting, situation, or institutional policy
7. Maintains therapeutic relationships and professional boundaries.
8. Safeguards the privacy and confidentiality of students, their data, and information within ethical, legal, and regulatory parameters.
9. Contributes to the establishment and maintenance of an ethical environment that is conducive to safe, quality health care in the educational setting.
10. Collaborates with other health professionals and the public to protect human rights, promote health diplomacy, enhance cultural humility and congruence, and reduce health disparities.

Standard 8: Advocacy - The school nurse demonstrates advocacy in all roles and settings.

1. Advocates for the rights, health, and safety of the student and the school community.
2. Promotes removal of individual barriers and pervasive systemic inequalities to optimize well-being, health, and educational achievement.
3. Advocates for adequate school nurse staffing models to improve student, school, and community health.
4. Promotes safe evidence-based care of students, school environment, and sufficient allocation of culturally appropriate resources presented at an acceptable level of literacy to optimize health and educational outcomes.
5. Empowers all members of the school team to include the student and family in care decisions.
6. Promotes self-advocacy by students, families, communities, and populations.
7. Participates in healthcare initiatives on behalf of the student, family, school, and community.
8. Informs the political arena (which includes editorials, voting, and other acts of advocacy) 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.

9. Embraces diversity, equity, inclusivity, health promotion, and healthcare for students and families of varied geographic, educational, cultural, ethnic, racial, gender, and spiritual backgrounds.
10. Leverages the ANA and the NASN Code of Ethics to develop policies, programs, and services to improve educational and health care delivery and access for underserved and vulnerable populations.
11. Promotes evidence-based policies, regulations, and legislation at the school, local, state, and national levels to improve healthcare access, equity, and delivery of health care.
12. Advances evidence-based policies, programs, and practices in the school and community that maintain, sustain, and restore the environment and natural world.
13. Incorporates societal, political, economical, and cultural factors to addresses social determinants of health.
14. Highlights the urgent need for a diverse and inclusive workforce as a strategy to improve outcomes related to social determinants of health and equalities in the healthcare system.
15. Models personal commitment to advocacy for students, the nursing profession, the school community, and the public at large.
16. Contributes to professional organizations to collectively advance advocacy efforts.

Standard 9. Respectful and Equitable Practice – The school nurse practices with cultural humility and inclusiveness.

1. Inventories one's own values, beliefs, cultural heritage, and implicit biases via critical self-reflection to improve culturally congruent practice.
2. Identifies the cultural-specific meaning of interactions, terms, and content.
3. Engages community partners to identify cultural norms and values.
4. Demonstrates respect, equity, justice, cultural humility, and empathy in actions and interactions with all students, families, and the school community.
5. Seeks to understand the effects and impact of discrimination and oppression within and among vulnerable cultural groups.
6. Respects student and family decisions based on age, tradition, belief, and family influence, and stage of acculturation.
7. Communicates with appropriate language and behaviors, including the use of professional and competent adult interpreters and translators in accordance with the student's and family's healthcare preferences and state and local regulations.
8. Utilizes terminology and salutations, communication characteristics, and written material vetted for the culture, literacy, and language of the population served.
9. Engages students, families, key stakeholders, and others in designing and establishing internal and external cross-cultural partnerships.
10. Advocates for policies, procedures, programs, services, and practices that promote health, prevent harm, and improve equitable access to care for culturally diverse students and families.
11. Advances equitable access to school health services, interventions, health promotion programs, enrollment in research, health and academic education, and other opportunities.

12. Promotes equity for students and families by educating nurse colleagues, other professionals, and community stakeholders about cultural similarities and differences of students and families in the school community.
13. Models safe, respectful, inclusive, accepting, just, and culturally congruent school nurse practice.
14. Collaborates with students, families, and key stakeholders to establish a culture of safety, respect, and inclusion for vulnerable students or groups.
15. Documents student and family's cultural practices, preferences, beliefs, language(s), as well as interventions and outcomes.

Standard 10. Communication –The school nurse effectively conveys information in all areas of practice.

1. Assesses the effectiveness of their own communication skills and engages in continuous improvement of communication skills.
2. Engages in continuous improvement of communication skills based on identified learning needs.
3. Applies laws and regulations pertaining to privacy and confidentiality in all communications.
4. Uses communication styles and methods that demonstrate professionalism, caring, respect, empathy, cultural humility, sensitivity, active listening, authenticity, and trust.
5. Utilizes evidence-based health counseling techniques as effective communication strategies.
6. Incorporates appropriate alternative strategies to communicate effectively with those who have disabilities, including visual, hearing, speech, language, or communication difficulties.
7. 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.
8. Confirms that the recipient of the communication heard and understands the message.
9. Contributes the nursing perspective in interactions and discussions with students, families, stakeholders, and members of the interprofessional team.
10. Maintains communication with the interprofessional team and others to facilitate safe transitions and continuity in care delivery.
11. Communicates to the appropriate authority concerns about care processes and decisions, potential or actual hazards, deviations from the standard of care, errors in care, or the practice environment.
12. Communicates student and school community outcomes and the school health program to the community, administrators, the school board, and key stakeholders.

Standard 11. Collaboration - The school nurse collaborates with students, families, and key stakeholders.

1. Explores the areas of expertise and contribution of self, other professionals, and key stakeholders.

2. Articulates the school nurse's education, scope of practice, role, and responsibilities within the team and community.
3. Adheres to standards and applicable codes of conduct that govern behavior among peers and colleagues to create a work environment that promotes cooperation, dignity, respect, inclusion, and trust.
4. Leverages the unique and complementary abilities of all members of the team to optimize attainment of desired outcomes.
5. Translates knowledge of community health systems and populations, as well as the synergy between families, schools, and communities, to enhance effective collaboration on population health issues.
6. Leads efforts to establish, improve, and sustain collaborative relationships to achieve safe, quality care for the school community that reflects values for justice, equity, diversity, and inclusion.
7. Partners with students, families, stakeholders, and members of the interprofessional team to create, implement, and evaluate a comprehensive plan for change that leads to positive outcomes and quality care.
8. Facilitates partnerships between families, schools, communities, and other agencies to support student health and education goals.
9. Promotes engagement through consensus building and conflict management.
10. Uses effective group strategies to enhance team performance.
11. Develops and documents health policies, procedures, programs, and outcomes in collaboration with school administrators and other stakeholders.
12. Documents the outcomes and decisions of collaborative planning.

Standard 12. Leadership -The school nurse leads within their professional practice setting and the profession.

1. Establishes a culture of respect, trust, dignity, and integrity.
2. Embraces evaluation in practice and role performance to attain professional goals.
3. Uses evidence-based leadership strategies to promote effective relationships, influence others, and manage change to achieve quality outcomes and a culture of safety.
4. Adopts evidence-based conflict management strategies to facilitate critical conversations and diffuse tense situations among team members, students, parents, school staff, and community partners.
5. Directs the health services program within the school and community.
6. Accepts authority, ownership, accountability, and responsibility for the quality of the school health services.
7. Contributes to the evolution of the profession through participation in professional organizations.
8. Influences policy to promote health for students and school communities at the local, state, national, and global levels.
9. Serves in key roles in the school and work settings by participating in and leading committees, councils, and administrative teams.
10. Respects and promotes structures and processes that reflect that people are the most valuable asset in an organization.

11. Promotes recognition of school nursing accomplishments and the achievements of school nurse colleagues.
12. Demonstrates inclusiveness and recruits diverse school nurses.

Standard 13. Education -The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking.

1. Commits to lifelong learning through critical thinking, self-reflection, and inquiry for personal growth and learning.
2. Identifies their own learning needs based on continual self-assessment and analysis of gaps based on nursing knowledge and the changing needs of the school population and the broader community.
3. Acquires learning experiences to maintain and advance knowledge, skills, and abilities relative to the school nurse role, the population of students, their families, the school community, and the status of local or global health.
4. Participates in continuing professional development activities related to school nursing, interprofessional knowledge bases, and professional topics.
5. Demonstrates application of education and knowledge via formal consultation and informal discussion to address issues in school nursing practice.
6. Shares new knowledge from educational findings, experiences, ideas, and pertinent information relative to optimal healthcare delivery in an educational setting with peers and health and educational colleagues.
7. Translates school culture for novice school nurses by role modeling, coaching, and sharing pertinent information relative to optimal care delivery.
8. Facilitate an environment of ongoing education of school nurses, nursing students, healthcare, and interprofessional colleagues.
9. Achieves professional certification, including national school nurse certification and required state credentials.

Standard 14. Scholarly Inquiry – The school nurse integrates scholarship, evidence, and research findings into practice.

1. Articulate the value of research and its application relative to the practice of school nursing.
2. Identifies questions in the school nurse practice that may be resolved through research.
3. Participate in data collection such as a survey, pilot projects, and formal studies, including the school nursing national dataset.
4. Collaborates with researchers from outside the educational system when they seek to study health, school nursing practices, and school communities.
5. Engage with the scientific literature that is the foundation of school nursing practice.
6. Advocates for the ethical conduct of research and translational scholarship with particular attention to the protection of the student as a vulnerable research participant.
7. Investigates processes for team members to have continuous access to evidence-based practices and guidelines.
8. Shares peer-reviewed research findings with colleagues to integrate knowledge into school nursing practice.

9. Collaborates with researchers from outside the educational system when they seek to study student health, school nursing practices, and school communities.
10. Complies with institutional, district, state, and federal policies regarding the safe conduct of research.

Standard 15. Quality of Practice -The school nurse contributes to quality nursing practice.

1. Engages in nursing practice that is safe, effective, efficient, equitable, timely, and student-centered (STEEP).
2. Identifies barriers to and opportunities for improvement of healthcare safety, effectiveness, efficiency, equity, timeliness, and student-centeredness.
3. Documents school nursing practice in a manner that supports quality and performance improvement initiatives across the interprofessional team.
4. Uses a systematic, ongoing process (i.e., quality improvement process) to monitor the quality of care, implement corrective actions, and evaluate the outcomes of corrective actions.
5. Collects structure, process, and outcomes data on school nursing practice and the practice of non-licensed school health staff.
6. Analyzes data to monitor the structure, processes and outcomes school nursing practice and the practice of non-licensed school health staff.
7. Prioritize quality initiatives based on importance, severity, timeliness, trends, and readiness.
8. Develops specific, measurable, achievable, realistic, timely, inclusive, and equitable (S.M.A.R.T.I.E) objectives.
9. Collaborates with interprofessional and stakeholder team members (administrators, teachers, staff, parents, or community members) in all stages of the equity improvement process.
10. Uses creativity and innovation to enhance school nursing care, school environment, and access to learning.
11. Provides regular and critical review and evaluation of policies, procedures, and guidelines to improve the quality of healthcare and delivery of school health services.
12. Engages in formal and informal peer review processes.
13. Contributes to annual performance evaluation by conducting a self-assessment of competencies and setting goals for improvement.
14. Adopts available technology appropriate to the work setting.

Standard 16. Professional Practice Evaluation – The school nurse appraises one's own and others' school nursing practice.

1. 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 development would be beneficial.
2. Adheres to professional practice guidance as specified in the *School Nursing: Scope and Standards of Practice*, the *Code of Ethics for Nurses with Interpretive Statements*, the NASN *Code of Ethics* for School Nurses, and other defined criteria (e.g., Quality and Safety Education for Nurses [2020]).

3. Ensures that nursing practices consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations.
4. Uses organizational policies and procedures to guide professional practice, including use of accepted tools in self-evaluation and peer evaluation. Provides evidence for practice decisions and actions as part of the formal and informal evaluation process.
5. Provides evidence for practice decisions and actions as part of the formal and informal evaluation processes.
6. Seeks formal and informal feedback regarding one's own practice from students, families, peers, colleagues, supervisors, and others.
7. Provides peers and others with formal and informal constructive feedback regarding their practice or role performance.
8. Acts to achieve learning needs and goals identified during the evaluation process.
9. Maintains a professional portfolio based on the school nursing standards of practice that provides evidence of individual competence and lifelong learning.
10. Prepares self-evaluation based on the school nursing standards of practice for annual performance appraisal.
11. Documents the evaluation process, including strategies to enhance one's own and others' school nursing practice.
12. Participates in the formal performance evaluation of school health support personnel.

Standard 17. Resource Stewardship - The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

1. Assesses student care needs and available resources to achieve desired outcomes.
2. Designs and articulates persuasive justification for needed resources.
3. Assists in analyzing costs, risks, and benefits in the decisions about care and delivery of school health services, including health promotion, health education, and maintaining a healthy and safe environment.
4. Partners with the student, family, and community in identifying and securing appropriate services to address needs across the health continuum.
5. Delegates in accordance with applicable legal and policy parameters, such as the state nurse practice act, NASN *Principles of Practice for Delegation,* and NCSBN *National Guidelines for Nursing Delegation*.
6. Identifies impact of recourse allocation on the potential of harm, complexity of the situation, and desired outcomes.
7. Advocates for resources that support and enhance school nurse practice and delivery of school health services.
8. Integrates appropriate and available telehealth and mobile health technologies into practice.
9. Uses organizational and community resources to implement interprofessional plans and programs.
10. Addresses discriminatory healthcare practices and community and neighborhood inequities and the impact on resource allocation.

11. Synthesizes data on all aspects of resource utilization, including delegation and staff training.
12. Reports on all aspects of resource utilization, including delegation and staff training.
13. Contributes data to the budget analysis for basic annual school nursing service needs such as regular and substitute staffing, technology and software, general supplies, furnishings, health equipment procurement/maintenance/calibration, continuing education, current clinical reference publications, and materials.
14. Participates in disaster and after-action planning and reporting, anticipating needed resources and supplies.

Standard 18. Environmental Health - The school nurse practices in a manner that advances environmental safety, justice, and health.

1. Recognizes the environment as a determinant of health that impacts student educational, health, and societal equity.
2. Assesses the school and community to identify environmental determinants of health and the impact on holistic student health and education.
3. Integrates evidence-based environmental health concepts into school nursing practice, including upstream environmental health strategies to ensure safe, healthy, and ecologically sound schools and communities.
4. Collaborates with school and community partners to develop and implement strategies to promote safe, healthy, and ecologically sound workplace, school, and community environments.
5. Communicates information about environmental health risks, mitigation, and adaptation strategies to promote and protect student health and well-being (e.g., lead, radon, pests, climate change, ecological destabilization, and environmental injustice).
6. Addresses environmental health risks for students, populations, and communities through mitigation, advocacy, and education.
7. Advocates for the safe, judicious, and appropriate use of products and environmentally safe disposal of waste in the workplace, school, and community.
8. Uses products or treatments consistent with evidence-based practice to reduce environmental threats and hazards.
9. Incorporates equipment and technologies to promote safe practice environments, including personal protective equipment (PPE) and ventilation.
10. Incorporates identified environmental health learning needs in individual professional development plans.