<table>
<thead>
<tr>
<th>STANDARD 1</th>
<th>STANDARD 2</th>
<th>STANDARD 3</th>
<th>STANDARD 4</th>
<th>STANDARD 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school nurse communicates and collaborates effectively in a variety of formats in all areas of nursing practice</td>
<td>The school nurse attains knowledge and competence that reflect current nursing practice; and evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations</td>
<td>The school nurse manages school health services utilizing appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible in an environmentally safe and healthy manner</td>
<td>The school nurse integrates evidence and research findings contributing to quality nursing practice</td>
<td>The school nurse practices ethically, demonstrating leadership in the professional setting and the profession</td>
</tr>
<tr>
<td><strong>Indicator 1</strong> Conveys information in formats that promote understanding</td>
<td><strong>Indicator 1</strong> Acquires knowledge and skills appropriate to the school nursing role; the population of school-age youth, their families, and the school community; and educational settings</td>
<td><strong>Indicator 1</strong> Identifies and utilizes appropriate resources for assessed healthcare consumer care needs and desired outcomes</td>
<td><strong>Indicator 1</strong> Uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td><strong>Indicator 1</strong> Protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care</td>
</tr>
<tr>
<td>Uses available tools that are responsive to individual language needs</td>
<td>Promotes a commitment to continuous life-long learning and education for self and others</td>
<td><strong>Indicator 1</strong> Uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td><strong>Indicator 2</strong> Appropriately delegates elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles</td>
<td><strong>Indicator 2</strong> Contributes to resolving ethical issues involving health care consumers, colleagues, community groups, systems, and other stakeholders</td>
</tr>
<tr>
<td><strong>Indicator 2</strong> Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications</td>
<td><strong>Indicator 2</strong> Engages in self-evaluation of practice on a regular basis, identifying areas of strength and areas in which professional development would be beneficial</td>
<td><strong>Indicator 2</strong> Identifies problems that occur in day-to-day work routines to correct process inefficiencies</td>
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<td>The school nurse communicates and collaborates effectively in a variety of formats in all areas of nursing practice</td>
<td>The school nurse attains knowledge and competence that reflect current nursing practice; and evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations</td>
<td>The school nurse manages school health services utilizing appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible in an environmentally safe and healthy manner</td>
<td>The school nurse integrates evidence and research findings contributing to quality nursing practice</td>
<td>The school nurse practices ethically, demonstrating leadership in the professional setting and the profession</td>
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</table>

**Indicator 3**
Acts as an advocate for the healthcare consumer in multidisciplinary collaboration

**Indicator 3**
The school nurse’s practice is reflective of professional standards and guidelines, relevant statutes, rules and regulations

**Indicator 3**
Participates in the development of an emergency/crisis plan that is communicated to the school community

**Indicator 3**
Developing, implementing, and evaluating policies, procedures, and/or guidelines to improve the quality of school nursing practice

**Indicator 3**
Participates in committees, councils, or administrative teams

**Indicator 4**
Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources

**Indicator 4**
Maintains professional responsibility, accountability, and behavior

**Indicator 4**
Promotes a practice environment that reduces environmental health risks

**Indicator 4**
Implementing processes to remove or decrease barriers within organizational systems

**Indicator 4**
Communicates effectively with the healthcare consumer and colleagues
<table>
<thead>
<tr>
<th>Indicator 1</th>
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<th>Indicator 4</th>
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</thead>
<tbody>
<tr>
<td>Consistently conveys information in a variety of formats that promote understanding</td>
<td>Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications</td>
<td>Acts as an advocate for the healthcare consumer in multidisciplinary collaboration</td>
<td>Functions as a case manager in collaboration with the healthcare consumer identifying community resources</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td>Meets level 3</td>
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</tr>
<tr>
<td>Also actively seeks to learn from healthcare consumer requests and insights and incorporates feedback into future planning for health care needs</td>
<td>Also consistently ensures student and family confidentiality through the education of peers and interdisciplinary colleagues</td>
<td>Also consistently ensures student and family confidentiality through the education of peers and interdisciplinary colleagues</td>
<td>Also frequently demonstrates leadership role, initiating and sharing contacts with appropriate individuals and agencies to promote an optimal level of health and academic success</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
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</tr>
<tr>
<td>Consistently conveys information in formats that promote understanding</td>
<td>Consistently demonstrates knowledge and understanding of local, state, and federal regulations as they pertain to privacy and confidentiality</td>
<td>Consistently acts as an advocate for the healthcare consumer in multidisciplinary collaboration</td>
<td>Consistently functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources</td>
</tr>
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<tr>
<td>Sometimes conveys information in formats that promote understanding</td>
<td>Minimally demonstrates knowledge and understanding of local, state, and federal regulations as they pertain to privacy and confidentiality</td>
<td>Minimally advocates for the healthcare consumer in multidisciplinary collaboration</td>
<td>Minimally functions as a case manager in collaboration with the healthcare consumer (including the student), identifying community resources</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
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<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>Never or rarely conveys information in formats that promote understanding</td>
<td>Rarely or never demonstrates knowledge and understanding of local, state, and federal regulations as they pertain to privacy and confidentiality</td>
<td>Rarely or never acts as an advocate for the healthcare consumer in multidisciplinary collaboration</td>
<td>Rarely or seldom functions as a case manager in collaboration with the healthcare consumer (including the student) identifying community resources</td>
</tr>
</tbody>
</table>
## STANDARD 1: COMMUNICATION AND COLLABORATION

### INDICATORS

<table>
<thead>
<tr>
<th>What School Nurses Need to Demonstrate</th>
<th>Mandatory Evidence Sources of Instructional Practice</th>
<th>Confirmatory Evidence Sources of Instructional Practice</th>
<th>Description/Notes</th>
</tr>
</thead>
</table>
| **Indicator 1**                         | Conveys information in formats that promote understanding Uses available tools that are responsive to individual language needs | • Direct evaluator observation  
• One confirmatory source or two confirmatory source | • 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 | • 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) |
| **Indicator 2**                         | Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications | • Direct evaluator observation  
• One confirmatory source or two confirmatory source | • Health Office Documentation  
• Communication documentation  
• Copies of Permission to obtain records in compliance with HIPAA/FERPA  
• Pre/post conference | • NRS 392.420  
• NRS 391.292  
• Health Insurance Portability and Accountability Act (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) |
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<tbody>
<tr>
<td>Indicator 3</td>
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</tbody>
</table>
| Acts as an advocate for the healthcare consumer in multidisciplinary collaboration | • Direct evaluator observation  
• One confirmatory source or two confirmatory source | • Individualized Educational Plans  
• 504 plans  
• Meeting notes  
• Health office documentation  
• Pre/post conference | • 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 Statement) |
| Indicator 4                            |                                                     |                                                      |                   |
| Functions as a case manager in collaboration with the healthcare consumer identifying and utilizing community resources | • Direct evaluator observation  
• One confirmatory source or two confirmatory source | • Health office documentation  
• Referral information  
• Referral source lists  
• Pre/post conference | • NRS 392.420  
• NRS 391.292  
• NSBN School Nurse Regulation and Advisory Opinion  
• The Role of the 21st Century School Nurse (NASN Position Statement) |
### PERFORMANCE LEVELS

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<thead>
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<tr>
<td>Acquires knowledge and skills appropriate to the school nursing role; the population of school-age youth, their families, and the school community; and educational settings</td>
<td>Engages in self-evaluation of practice on a regular basis, identifying areas of strength and areas in which professional development would be beneficial</td>
<td>The school nurse’s practice is reflective of professional standards and guidelines, relevant statutes, rules and regulations</td>
<td>Maintains professional responsibility, accountability, and behavior</td>
</tr>
<tr>
<td>Promotes a commitment to continuous life-long learning and education for self and others</td>
<td>Takes action to achieve goals identified during the evaluation process</td>
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<tr>
<th>Level 4</th>
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<tr>
<td>Meets level 3</td>
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<td>Meets level 3</td>
</tr>
<tr>
<td>Also provides educational activities related to professional issues for peers and the school community</td>
<td>Also plans, designs, and implements professional development or higher education programs in school health at the local, state, or national level</td>
<td>Also provides formalized departmental training regarding professional responsibility, accountability, and behavior</td>
<td>Also provides formalized departmental training regarding professional responsibility, accountability, and behavior</td>
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<tr>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>Participates in ongoing educational activities related to professional issues</td>
<td>Consistently and actively participates in ongoing self-evaluation of practice and the development and achievement of individual goals</td>
<td>Consistently maintains professional responsibility, accountability, and behavior</td>
<td>Consistently maintains professional responsibility, accountability, and behavior</td>
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<td>Consistently takes action to achieve goals during the evaluation process</td>
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<tr>
<th>Level 2</th>
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</thead>
<tbody>
<tr>
<td>Minimal participation in ongoing educational activities related to professional issues</td>
<td>Minimally participates in ongoing self-evaluation of practice and the development and achievement of individual goals</td>
<td>Minimally maintains professional responsibility, accountability, and behavior</td>
<td>Minimally maintains professional responsibility, accountability, and behavior</td>
</tr>
<tr>
<td></td>
<td>Minimally takes action to achieve goals during the evaluation process</td>
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<thead>
<tr>
<th>Level 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>No participation in ongoing educational activities related to professional issues</td>
<td>Rarely or never participates in ongoing self-evaluation of practice and the development and achievement of individual goals</td>
<td>Never or rarely maintains professional responsibility, accountability, and behavior</td>
<td>Never or rarely maintains professional responsibility, accountability, and behavior</td>
</tr>
<tr>
<td></td>
<td>Rarely or never takes action to achieve goals during the evaluation process</td>
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<td></td>
</tr>
</tbody>
</table>
## STANDARD 2: EDUCATION AND PROFESSIONAL EVALUATION

### INDICATORS

<table>
<thead>
<tr>
<th>What School Nurses Need to Demonstrate</th>
<th>Mandatory Evidence Sources of Instructional Practice</th>
<th>Confirmatory Evidence Sources of Instructional Practice</th>
<th>Description/Notes</th>
</tr>
</thead>
</table>
| **Indicator 1** Acquires knowledge and skills appropriate to the school nursing role; the population of school-age youth, their families, and the school community; and educational settings | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Continuing education verification,  
• Skills training records  
• Communication logs  
• Pre/post conference | • 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) |
| Promotes a commitment to continuous life-long learning and education for self and others | | | |
| **Indicator 2** Engages in self-evaluation of practice on a regular basis, identifying areas of strength and areas in which professional development would be beneficial | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Completion of self-evaluation tool  
• Documentation of Professional Goal Setting  
• Annual evaluation summary  
• Pre/post conference | • 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) |
<p>| Takes action to achieve goals identified during the evaluation process | | | |</p>
<table>
<thead>
<tr>
<th>What School Nurses Need to Demonstrate</th>
<th>Mandatory Evidence Sources of Instructional Practice</th>
<th>Confirmatory Evidence Sources of Instructional Practice</th>
<th>Description/Notes</th>
</tr>
</thead>
</table>
| Indicator 3                            | The school nurse’s practice is reflective of professional standards and guidelines, relevant statutes, rules and regulations | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Current nursing license  
• Current board of education licensure  
• Communication documentation  
• Pre/post conference  
• 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) |
| Indicator 4                            | Maintains professional responsibility, accountability, and behavior | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Nursing License  
• Board of Education License  
• Other applicable licenses/certifications (Healthcare provider card, CPR/ AED, AHA Instructor card)  
• National Board Certification  
• 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) |
### STANDARD 3: RESOURCE UTILIZATION, ENVIRONMENT HEALTH, AND PROGRAM MANAGEMENT

**PERFORMANCE LEVELS**

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<tr>
<th>Indicator 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identifies and utilizes appropriate resources for assessed healthcare consumer care needs and desired outcomes</td>
<td>Appropriately delegates elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles</td>
<td>Participates in the development of an emergency/crisis plan that is communicated to the school community</td>
</tr>
</tbody>
</table>

#### Level 4
- Meets level 3
- Also independently seeks resources (grant-writing, special funds, etc) for appropriate school health and departmental programs

#### Level 3
- Consistently identifies and utilizes appropriate resources for assessed healthcare consumer needs and desired outcomes

#### Level 2
- Minimally identifies and utilizes appropriate resources for assessed healthcare consumer needs and desired outcomes

#### Level 4
- Meets level 3
- Also participates in the development of departmentally approved training materials to assure appropriate delegation of care

#### Level 3
- Consistently delegates appropriately elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles

#### Level 2
- Minimally delegates appropriately elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles

#### Level 4
- Meets level 3
- Also provides training to departmental staff regarding emergency/crisis planning and implementation

#### Level 3
- Consistently participates in the development of an emergency/crisis plan that communicated to the school community

#### Level 2
- Minimally participates in the development of an emergency/crisis plan that is communicated to the school community
<table>
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<td>Appropriately delegates elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles</td>
<td>Participates in the development of an emergency/crisis plan that is communicated to the school community</td>
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</tbody>
</table>

**Level 1**
- Never or rarely identifies and utilizes appropriate resources for assessed healthcare consumer needs and desired outcomes
- Never or rarely delegates appropriately elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles
- Never or rarely promotes a practice environment that reduces environmental health risks

**STANDARD 3: RESOURCE UTILIZATION, ENVIRONMENT HEALTH, AND PROGRAM MANAGEMENT**

**INDICATORS**

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<th>Confirmatory Evidence Sources of Instructional Practice</th>
<th>Description/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 1</strong></td>
<td>• Direct evaluator observation</td>
<td>• List of resources</td>
<td>• NRS 392.420</td>
</tr>
<tr>
<td>Identifies and utilizes appropriate resources for assessed healthcare consumer needs and desired outcomes</td>
<td>• One confirmatory source or two confirmatory sources</td>
<td>• Nursing referral documentation (completed, follow-up, etc)</td>
<td>• NRS 391.292</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communication documentation</td>
<td>• The Role of the 21st Century School Nurse (NASN Position Statement)</td>
</tr>
<tr>
<td></td>
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<td>• Pre/post conference</td>
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<td></td>
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<td>• Health Office Documentation</td>
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</tbody>
</table>

<p>| <strong>Indicator 2</strong>                         | • Direct evaluator observation                      | • Verification of training forms/documents           | • NAC 632.226     |
| Appropriately delegates elements of care to healthcare workers or others in accordance with any applicable legal or policy parameters or principles | • One confirmatory source or two confirmatory sources | • UAP training (field trips, first aid)              | • NAC 632.220 |
|                                        |                                                    | • Other licensed nurses training verification        | • NAC 632.222     |
|                                        |                                                    |                                                    | • NAC 388.225     |
|                                        |                                                    |                                                    | • NRS 632.120     |</p>
<table>
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</table>
| legal or policy parameters or principles | forms  
- Communication documentation  
- Pre/post conference |  
- NRS 392.425  
- NSBN School Nurse Regulation and Advisory Opinion  
- The Role of the 21st Century School Nurse (NASN Position Statement) | |
| Indicator 3  
Participates in the development of an emergency/crisis plan that is communicated to the school community |  
- Direct evaluator observation  
- One confirmatory source or two confirmatory sources |  
- Emergency Plan/Crisis Plan  
- Communication documentation  
- Documentation of Drills (AED, Anaphylaxis, Diabetes, etc.)  
- AED checks documentation  
- CPR/AED classes documentation  
- Pre/post conference |  
- NRS 450B.620  
- 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) |
### STANDARD 4: EVIDENCED-BASED PRACTICE AND RESEARCH AND QUALITY OF PRACTICE

**PERFORMANCE LEVELS**

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<tbody>
<tr>
<td>Uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td>Identifying problems that occur in day-to-day work routines to correct process inefficiencies</td>
<td>Developing, implementing, and evaluating policies, procedures, and/or guidelines to improve the quality of school nursing practice</td>
<td>Implementing processes to remove or decrease barriers within organizational systems</td>
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</thead>
<tbody>
<tr>
<td>Meets level 3 Also contributes to published literature using current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td>Meets level 3 Also participates in departmental activities to identify problems that occur in day-to-day work routines to correct inefficiencies</td>
<td>Meets level 3 Also develops, implements, and evaluates policies, procedures, and/or guidelines to improve the quality of school nursing practice</td>
<td>Meets level 3 Also develops processes to remove or decrease barriers within organizations systems and implements those processes at the departmental level</td>
</tr>
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</thead>
<tbody>
<tr>
<td>Consistently uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td>Consistently identifies problems that occur in day-to-day work routines to correct inefficiencies</td>
<td>Consistently implements and evaluates procedures and/or guidelines to improve the quality of school nursing practice</td>
<td>Consistently implements processes to remove or decrease barriers within organizational systems</td>
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</thead>
<tbody>
<tr>
<td>Minimally uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td>Minimally identifies problems that occur in day-to-day work routines to correct inefficiencies</td>
<td>Minimally implements and evaluates procedures and/or guidelines to improve the quality of school nursing practice</td>
<td>Minimally implements processes to remove or decrease barriers within organizational systems</td>
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<tbody>
<tr>
<td>Rarely or never uses current evidence-based nursing knowledge, including research findings, to guide practice</td>
<td>Rarely or never identifies problems that occur in day-to-day work routines to correct process inefficiencies</td>
<td>Rarely or never implements and evaluates procedures and/or guidelines to improve the quality of school nursing practice</td>
<td>Rarely or never implements processes to remove or decrease barriers within organizational systems</td>
</tr>
</tbody>
</table>
**STANDARD 4: EVIDENCED-BASED PRACTICE AND RESEARCH AND QUALITY OF PRACTICE**

**INDICATORS**

<table>
<thead>
<tr>
<th>What School Nurses Need to Demonstrate</th>
<th>Mandatory Evidence Sources of Instructional Practice</th>
<th>Confirmatory Evidence Sources of Instructional Practice</th>
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</tr>
</thead>
</table>
| Indicator 1                           | Uses current evidence-based nursing knowledge, including research findings, to guide practice | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • 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 | • NRS 392.435  
• NRS 392.437  
• NRS 392.439  
• The Role of the 21st Century School Nurse (NASN Position Statement) |
| Indicator 2                           | Identifying problems that occur in day-to-day work routines to correct process inefficiencies | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Health office statistics  
• Communication documentation  
• Incident reports  
• Documentation of meetings with administration/staff/parents/students  
• Pre/post conference | • The Role of the 21st Century School Nurse (NASN Position Statement) |
| Indicator 3                           | Developing, implementing, and evaluating policies, procedures, and/or guidelines to improve the quality of school nursing practice | • Direct evaluator observation  
• One confirmatory source or two confirmatory sources | • Documentation of participation on committees regarding school nursing practice  
• Referrals to appropriate personnel/committee for review of current nursing practice.  
• School Nurse documentation for adherence of current policies and procedures  
• Pre/post conference | • NRS 391.292  
• The Role of the 21st Century School Nurse (NASN Position paper)  
• Supervision and Evaluation of the of the School Nurse (NASN Position Statement) |
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| Indicator 4                            | Implementing processes to remove or decrease barriers within organizational systems | • Direct evaluator observation  
• 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 | • 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 Statement)  
• Diabetes Management in the School Setting (NASN Position Statement) |

**STANDARD 5: ETHICS AND LEADERSHIP**

**PERFORMANCE LEVELS**

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Indicator 2</th>
<th>Indicator 3</th>
<th>Indicator 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care</td>
<td>Contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders</td>
<td>Participates in committees, councils, or administrative teams</td>
<td>Communicates effectively with the healthcare consumer and colleagues</td>
</tr>
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**Level 4**
- Meets level 3
- Also develops departmental policies, procedures or professional activities to protect the healthcare consumer’s autonomy, dignity, rights, values, and beliefs for delivery of care
- Also explores potential ethical issues and develops departmentally approved plans for the prevention and addressing those concerns
- Also serves in formal leadership roles in departmental, local, state, or national committees
- Also mentors colleagues for the advancement of nursing practice, the profession, and quality healthcare

**Level 3**
- Consistently protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care
- Consistently contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders
- Consistently participates in committees, councils, or administrative teams
- Consistently communicates effectively with the healthcare consumer and colleagues

**Level 2**
- Minimally protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care
- Minimally contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders
- Minimally participates in committees, councils, or administrative teams
- Minimally communicates effectively with the healthcare consumer and colleagues

**Level 1**
- Rarely or never protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care
- Rarely or never contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders
- Rarely or never participates in committees, councils, or administrative teams
- Rarely or never communicates effectively with the healthcare consumer and colleagues
# STANDARD 5: ETHICS AND LEADERSHIP

## INDICATORS

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| **Indicator 1** Protects the healthcare consumer’s autonomy, dignity, rights, values, and beliefs when delivering care | - Direct evaluator observation  
- One confirmatory source or two confirmatory sources | - Health Office Documentation  
- Communication documentation  
- School nurse documentation  
- Pre/post observation conference | - 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) |
| **Indicator 2** Contributes to resolving ethical issues involving health care consumers, colleagues, community groups, systems, and other stakeholders | - Direct evaluator observation  
- One confirmatory source or two confirmatory sources | - Communication documentation  
- Documentation of Re-entry plans/return to school plan  
- Documentation/Participation in Manifestation determinations  
- 504 plan documentation  
- IEP documentation  
- Health Office Documentation  
- Pre/post observation conference | - 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)  
- 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) |
| **Indicator 3** Participates in committees, councils, or administrative teams | - Direct evaluator observation  
- 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 | - Role of the 21st Century Nurse (NASN Position Statement) |
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<tr>
<td>Indicator 4</td>
<td>Direct evaluator observation</td>
<td>Communication documentation</td>
<td>NRS 392.420</td>
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<tr>
<td>Communicates effectively with the</td>
<td>One confirmatory source or two confirmatory</td>
<td>Health Office documentation</td>
<td>NRS 391.292</td>
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<tr>
<td>healthcare consumer and colleagues</td>
<td>sources</td>
<td>Individualized Healthcare plans</td>
<td>Transition Planning for Students with Chronic Health Conditions (NASN Position Statement)</td>
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<td>504 plans/ IEP</td>
<td>The Role of the 21st Century School Nurse (NASN Position Statement)</td>
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<td>Emergency Plans</td>
<td>Section 504 and Individuals with Disabilities Education Improvement Act- The Role of the School Nurse (NASN Position Statement)</td>
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<td>Pre/post observation conference</td>
<td>Individualized Healthcare Plans: The Role of the School Nurse (NASN Position Statement)</td>
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