



CONNECTICUT SEED

**Student and Educator Support Specialists
Guidance Document**

School Nurses

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **School Nurses**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **School Nurses** in public school settings.

OVERVIEW:

- **Nurses do not carry State Department of Education certification, so districts are not obligated to include them in their districts' evaluation plan. This document provides guidance for districts that have agreed to include School Nurses in the same evaluation plan as other professionals in the district.**

- Most commonly used names in districts are:

- School Nurses
- Nurses

- Roles of School Nurses:

School nurses, just as teachers, demonstrate competencies in order to provide Connecticut with quality health services from the most highly qualified professional school nurses. Key roles of the school nurse are clinician, advocate, coordinator, case manager, health counselor, health educator, community educator, liaison, researcher, and inter-professional student services team participant. School nurses work with individuals serving children from birth to age 21 as well as their families. Their practice is population-focused (School Nursing-Scope and Standards of Practice Second Ed. 2011).

- Caseload(s) that may be served by discipline

- All students in a given school, district or region
National Association of School Nurses (NASN) recommends the following minimum ratio of school nurses to students depending on the needs of the student populations: 1:750 for students in the general population; 1:225 in student populations that may require daily professional school nursing services or interventions; 1:125 in student populations with complex health care needs; and 1:1 as necessary for individual students who require daily and continuous professional nursing services (Garcia, 2009, p. 198).

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc...);

4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **School Nurses** given their unique role within school settings.

Sample 1

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
-

Subject Area: School Nurse

Population of Students: All Students

Student Learning Objective Focus Statement:

Students will be up-to-date with all immunizations to ensure timely registration and enrollment for the upcoming school year.

Baseline Data:

Sixty-four students were out of compliance for at least one immunization on November 1, 2012.

Rationale:

The immunization requirements for students enrolled in public schools are in place to ensure the safety and well-being of the entire school community. Delays in enrollment of incoming students can have negative implications and interruptions in student learning.

Indicator(s) of Academic Growth and Development:

1. By November 1, 2013 fewer than 32 students will be out of compliance with at least one immunization.
2. By June 1, 2014 98% of students will be compliant for all immunizations or have a medical or religious waiver.

Standards and Learning Content:

School Nursing Scope and Standards of Practice:

Standard 1-Assessment - The school nurse collects comprehensive data pertinent to the healthcare consumer's health or to the situation.

Reminder: *Nurses do not carry State Department of Education certification, so districts are not obligated to include them in their districts' evaluation plan. This document provides guidance for districts that have agreed to include School Nurses in the same evaluation plan as other professionals in the district.*

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
-

Subject Area: School Nurse

Population of Students: Students in grades 6 or 7, 9 or 10

Student Learning Objective Focus Statement:

All legally mandated health assessments will be completed per Section 10-206 of the Connecticut General Statutes (required prior to public school enrollment, in either grade 6 or grade 7 and in either grade 9 or grade 10).

Baseline Data:

Sixty-four percent of 10th grade students entered the school year with required health assessments. 85% of 10th grade students ended the year with required health assessments. 80% of 7th grade students entered the school with required health assessment. 92% of 7th grade students ended the school year with the required health assessments.

Rationale:

In order to provide the best educational experience, school personnel must understand students' health needs.

Indicator(s) of Academic Growth and Development:

1. 95% of 7th grade students will have required immunizations by the end of the year.
2. 90% of 10th grade students will have required immunizations by the end of the year.

Standards and Learning Content:

School Nursing Scope and Standards of Practice:

Standard 1-Assessment - The school nurse collects comprehensive data pertinent to the healthcare consumer's health or to the situation.

Reminder: *Nurses do not carry State Department of Education certification, so districts are not obligated to include them in their districts' evaluation plan. This document provides guidance for districts that have agreed to include School Nurses in the same evaluation plan as other professionals in the district.*

Sample 3

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
 - INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)
-

Subject Area: School Nurse

Population of Students: All students

Student Learning Objective Focus Statement:

All students with a diagnosed life threatening allergy will have an individualized health care and allergy action plan.

Baseline Data:

Eighty-two percent of students with health care needs or severe allergies entered school with an action plan in 2012-2013.

Rationale:

Children with life threatening allergies must have individualized health care and allergy action plans to address how their health and safety needs will be met in school.

Indicator(s) for Academic Growth and Development:

1. 100% of students with life threatening allergies will have individualized healthcare and allergy action plan prior to attending class in 2013-2014.

Standards and Learning Content:

School Nursing Scope and Standards of Practice:

Standard 3-Outcomes Identification - The school nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4-Planning - The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

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RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The CT State Department of Education (2013) has developed the *Competency in School Nurse Practice (2nd Edition)* evaluation process. It is recommended that districts use this tool in their evaluation of school nurses.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

The school nurse and his/her evaluator should determine appropriate methods of feedback based on the student learning objectives or goals set for the year.

RESOURCES:

- American Nurses Association (ANA) and National Association of School Nurses (NASN). *School Nursing: Scope and Standards of Practice*. Silver Spring, MD: ANA and NASN, 2011
- Connecticut State Department of Education. *Competency in School Nurse Practice (2009)* Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Nursing_Competencies.pdf
- Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from <http://www.connecticutseed.org>
- National Association of School Nurses (NASN). *School Nurse Ratio*. [Position Paper]. Silver Spring, MD: NASN (2010)

CREDITS:

Stephanie Knutson, MSN, RN
CT State Dept. of Education

Mary Jo Terranova, Education Specialist
Capitol Region Education Council (CREC)

Suzanne Levasseur, Supervisor of Nursing
Westport Public Schools
Cheryl Resha, Ed.D. MSN, RN, FNASN, *Associate Professor*
Southern CT State University

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:

Trish Vayda, RN, BSN, NCSN, Nursing Supervisor
Enfield Public schools