**Wisconsin School Nurse Evidence Sources**

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| --- | --- | --- | --- |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 1.0 Assessment**Description: The school nurse collects pertinent data and information relative to the student, family, group, school community, or population.Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* End of Year Report
* Electronic Health Record (EHR)
* District health policies
 | * Use of existing data collection tools
* Creation of data collection tools
* Articulates accurate information from the collection of data and its analysis
* Evidence of locating appropriate and varied sources from which to collect data
* Appropriately applies knowledge of data to policymaking and health practice within their school nurse practice
* Consultation provided reflects knowledge of information gathered, sorted, and analyzed
* Follows established local school district policies and procedures during collection of data, health details of students, and overall practice
* Provides useful feedback to adjust local school district policies, procedures, and overall health of students to better support student learning and success
* Completes End of Year report summarizing and analyzing district’s school data and makes recommendations for improvement
* Evidence of interventions selected or designed based upon assessments
* Collects data on chronic health conditions
* Collects data on students with chronic absenteeism
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Review of health records**

 Redacted student health plans |
| **Component 2.0 Diagnosis**Component 2.0 DiagnosisDescription: The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses.Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources/Professional literature on Nursing Diagnoses
* Redacted student health plans and Individualized Health Care Plans (IHP)
* End of Year Report
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
 | * Uses assessment data, standardized classification systems, technology and clinical decision support tools
* Articulates actual or potential diagnoses, problems and issues relevant to school population
* Interprets issues to the student, family, and appropriate school staff.
* Articulates trends in student diagnoses or health issues
* Writes Individualized Healthcare Plans for select students with critical health and/or safety needs
* Bases PPG or SPO on nursing diagnosis or health/safety issue of concern for district
* Evidence of correctly formatted nursing diagnosis in Individualized Health Care Plans (IHP)
* Correct use of health plans: Individualized Health Care Plan, Emergency Action Plan (EAP), and Student Health Plans (SHP).
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Review of health records**

 Redacted student health plans |
| Component Number and Title/Principle | * Evidence
 | * Indicator/“Look-fors”
 | * Evidence Collection
 |
| **Component 3.0 Outcomes Identification**Description: The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population. Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Redacted student health plans
* Redacted IEP or 504 plans
 | * Participation on IEP and 504 evaluation teams
* Articulates differentiated expectations based on assessment data and aligned with student health needs
* Contributions to IEP or 504 teams reflect identification of outcomes that are culturally appropriate and designed to meet student’s needs.
* Provides staff in-services
* Consultation provided reflects knowledge of diverse populations and health disparities
* Develops Emergency Action Plans for students
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Review of health records**

 Redacted student health plans |
| **Component 4.0 Planning**Description: The school nurse develops a collaborative course of action that prescribes strategies to attain expected, measurable outcomes that address the student, family, group, school community, or population. Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Redacted student health plans and records
* Professional development
* District health policies
 | * Health office record documentation
* Individualized Healthcare Plan and/or Emergency Action Plans
* Evidence of parent conversations and inclusion in health plans
* Contacts with student’s healthcare providers, school nursing colleagues, medical advisor, nursing educators
* Evidence of health promotion activities in health office or school building
* Articulates knowledge of state and federal laws and local school district policies
* Provides research articles used in health planning and promotion
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used, contacts made* **Review of health records**

 Redacted student health plans* **Professional development**

Documentation of completed professional development and training |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 5.0 Implementation**Description: The school nurse executes an agreed upon plan/ intervention for student, family, group, school community, or population. Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional development
* Forms
* Redacted student health plans
* Electronic Health Record (EHR)
* District health policies
 | * Articulates and follows professional nursing delegation principles
* Number and types of delegated procedures
* Use of skill checklist and documentation of training
* Evidence of implementation and modification of Individualized healthcare plans and/or Emergency Action Plans
* Follows district policies and protocols
* Makes suggestions for changes to policies or protocols based upon current evidenced- based practice
* Evidence of parent conversations and inclusion in health plans
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component 5.A Coordination of Care**Description: The school nurse aligns care for student, family, group, school community, or population. Principle: Care Coordination | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Forms
* Redacted student health plans
* Electronic Health Record (EHR)
 | * Use of skill checklist and documentation of training
* Evidence of sharing Health Plans with school staff while maintaining confidentiality
* Evidence of communications and collaboration with students, parents, school staff, and healthcare providers
* Evidence of advocating for the delivery of dignified culturally congruent and developmentally appropriate care
* Participation in IEP and 504 evaluation meetings
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 5.B Health Teaching and Health Promotion**Description: The school nurse employs strategies to improve the health and safety of students, family, group, school community, or population. Principle: Community/ Public Health | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Forms
* Surveys
* Attendance data
* Pupil Services Personnel Collaborations
 | * Health education and promotion activities (newsletters/social media posts)
* Participation in student or staff wellness activities
* Newsletters or other written health education documents
* Provides staff in-services or trainings
* Conducts surveys to assess health needs and effectiveness
* Positive change in attendance patterns after school nurse interactions
* Classroom presentations –supplemental classroom instruction
* Samples of developed teaching materials
* Mental health promotion and collaboration with Pupil Services colleagues
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources/Surveys**

Documentation of resources/surveys used* **Forms**

Documentation of forms used* **Review of attendance records**
 |
| **Component 6.0 Evaluation**Description: The school nurse systematically appraises progress toward attainment of student and school population goals and outcomes. Principle: Quality Improvement | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Electronic Health Record (EHR)
* District health policies
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
* Pupil Services Personnel Collaborations
 | * Review and revision of Individualized Healthcare and/or Emergency Action Plans on at least an annual basis
* Writes End of Year Report
* Suggests changes to health polices based on aggregated data
* Evidence of prior or ongoing professional development
* Evidence of student involvement in care plan as appropriate
* Positive student outcomes
* Evaluation of school climate and district goals related to mental health to support healthy learning environment
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 7.0 Ethics**Description: The school nurse integrates ethics in all aspects of practice. Principle: Standards of Practice | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Electronic Health Record (EHR)
* District health policies
 | * Articulates ethical decision-making model used to manage ethical challenges
* References knowledge of School Nursing Scope and Standards
* Articulates understanding of both FERPA and HIPAA.
* Demonstrates adherence to FERPA
* Participation in record keeping policy and practice development
* Maintains student confidentiality in conversations and emails
* Maintains student’s Patient Healthcare Record in accordance with state laws
* Evidence of collaboration and consultation with administrators and school staff
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component 8.0 Advocacy**Description: The school nurse demonstrates advocacy in all roles and settings. Principle: Standards of Practice | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Surveys
* End of Year Report
* District health policies
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
 | * Advocates for the rights, health, and safety of the students and the school community
* Includes student and family in care decisions
* Participates in school and community healthcare initiatives on behalf of students, families, and school staff
* Promotes evidenced-based policies to improve healthcare access, equity, and delivery of school health services
* Contributes to professional organizations’ efforts to advance advocacy and equity
* Evidence of education or others about the complex and holistic needs to students
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development, training provided to others, and involvement with professional organizations |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 9.0 Respectful and Equitable** Practice Description: The nurse practices with cultural humility and inclusiveness. Principle: Community/ Public Health | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Surveys
* End of Year Report
* District health policies
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
 | * Positive changes in school climate data
* Demonstrates respect, equity, and empathy in actions and interactions with all students, families, and the school community
* Self-reflection journaling
* Advocates for policies that promote health and prevent harm among culturally diverse, underserved, or underrepresented students and families.
* Uses skills and tools that are appropriately vetted for the culture, literacy, and language of the population served
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**
* Documentation of forms used
 |
| **Component 10.0 Communication**Description: The school nurse conveys information in all areas of practice.Principle: Leadership | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Surveys
* End of Year Report
* Electronic Health Record (EHR)
* Professional Practice Goal (PPG)
 | * Participation in team meetings
* Quality of oral and written communication
* Evidence of professional development in this area
* Uses format that is most effective in different situations (note home, phone call, home visit)
* Newsletters/website
* Student/parent/staff satisfaction as measured by survey
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plan |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 11.0 Collaboration**Description: The school nurse collaborates with student, families, and key stakeholders. Principle: Care Coordination  | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Surveys
* Electronic Health Record (EHR)
 | * Quality relationships with students, families, staff and outside agencies
* Participation in interdisciplinary team meetings
* Develops Health Plans in conjunction with student, family and healthcare provider
* Trains school staff as needed and delegates nursing care procedures as necessary following professional guidelines and law.
* Assists families with connection to health and social service resources
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component 12.0 Leadership**Description: The school nurse leads within their professional practice setting and the profession. Principle: Leadership  | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Surveys
* End of Year Report
* District health policies
* Professional Practice Goal (PPG)
 | * Participation on committees and project groups
* Evidence that opinion and knowledge of school nursing sought out by staff, parents and/or students
* Membership in state and national nursing associations
* Mentors nursing students
* Demonstrates knowledge of district school health services’ mission
* Documented leadership roles in professional organizations
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used |
| **Component 13.0 Education**Description: The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking. Principle: Quality Improvement | * Evaluator/school nurse conversations
* Brief consultations
* Resources
* Professional literature
* Professional development
* Forms
* End of Year Report
* District health policies
* Professional Practice Goal (PPG)
* NCSN certification
 | * Seeks out continuing education opportunities
* Attendance at networking meetings and/or conferences
* Documentation of professional development activities
* Subscribes to professional journals/school health-related websites
* Enrollment in advance degree program
* Attainment of advanced degree
* Attainment of DPI licensure
* Attainment (and maintenance) of national school nurse certification
* Attainment and maintenance of CPR/AED certification
* Presents at school nurse conferences or writes professional articles
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 15.0 Quality of Practice**Description: The school nurse contributes to quality nursing practice. Principle: Quality Improvement | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Surveys
* End of Year Report
* Electronic Health Record (EHR)
* District health policies
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
 | * Health-related policies congruent with state and federal laws
* Reviews health policies and makes suggestions for changes
* Conducts quality improvement project
* Participates in district lead quality improvement projects
* Collects data to monitor quality of practice
* Participates in formal or informal peer review
* Introduces, initiates innovative ideas that improve practice
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 16.0 Professional Practice Evaluation**Description: Description: The school nurse appraises one’s own and others’ school nursing practice. Principle: Quality Improvement | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Self-Reflection
* Professional Practice Goal (PPG)
 | * Membership or participation in one or more professional nursing associations
* Participation in professional learning activities
* Able to identify strengths and areas to further develop
* Analyzes data to evaluate effectiveness of service delivery
* Performs work autonomously
* Articulates professional goals and objectives
* Review or revision of job descriptions
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used |
| **Component 17.0 Resource Stewardship**Description: The school nurse utilizes appropriate resources to plan, provide, and sustain evidence -based nursing service that are safe, effective, financially responsible, and used judiciously. Principle: Community/ Public Health | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Forms
* Redacted student health plans
* End of Year Report
* Electronic Health Record (EHR)
* District health policies
 | * Participates in budget development
* Evidence that considers cost, safety, quality of products, and programs
* Assists families with connection to health and social service resources
* Recommends health supplies for purchase
* Seeks alternative funding sources as available
* Collaborates with community agencies, serves on task forces
* Identifies children who do not have health insurance and refers students/families to available resources
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |
| **Component Number and Title/Principle** | **Evidence** | **Indicator/“Look-fors”** | **Evidence Collection** |
| **Component 18.0 Environmental Health**Description: The school nurse practices in a manner that advances environmental safety, justice, and health. Principle: Community/ Public Health | * Evaluator/school nurse conversations
* Brief consultations
* Observations
* Resources
* Professional literature
* Professional development
* Forms
* Redacted student health plans
* Surveys
* End of Year Report
* Electronic Health Record (EHR)
* Attendance records
* District health policies
* Professional Practice Goal (PPG)
* Student Program Outcome (SPO)
* Safety Reports
 | * Positive changes in school safety data
* Identifies and reports risk factors including safe school nurse staffing levels, food security, sound, odor, chemicals, mold, noise, and light.
* Maintains current knowledge of environmental health concepts
* Uses products or treatments consistent with evidenced-based practice
* Advocates for school safety (E-cigarette free schools, sanitation, hygiene, air quality, playground and sports safety, substance abuse prevention, anti-bullying)
* Reductions in illness or injuries among targeted students
* Increases in attendance and classroom time among targeted students
 | * **Evaluator/school nurse conversations**

Documentation of conversation (e.g., notes, written reflection) * **Brief consultations**

Documentation of consultation* **Observations**

Notes taken during observation* **Resources**

Documentation of resources used* **Professional development**

Documentation of completed professional development and training* **Forms**

Documentation of forms used* **Review of health records**

 Redacted student health plans |

**Reference:**

National Association of School Nurses. 2022. School Nursing: Scope and Standards of Practice, 4th Edition. Silver Spring MD: NASN.

 National Association of School Nurses [NASN]. 2016. Framework for 21st century school nursing practice: National Association of School Nurses. *NASN School Nurse, 31*(1), 45-53. doi: 10.1177/1942602X15618644