## **School Nurse Summary Rating Form (Required)**

This form is to be jointly reviewed by the school nurse and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year.

| District:                                                                                                                                          |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| valuator's Title:                                                                                                                                  |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| Standard 1. School nurses demonstrate leadership                                                                                                   |                                                                     | Not<br>Demonstrated                                                                                                                                                                                                                                                                                   | Developing                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                                                                       | Accomplished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Distinguished                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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| participate in the implementation of initiatives designed to improve educational and support services to promote positive student outcomes.        |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| <b>Element b.</b> School nurses demonstrate leadership within the profession and practice setting and collaborate with the student, family, school |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| staff, and community providers.                                                                                                                    |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Element c.</b> School nurses demonstrate leadership by serving as a health                                                                      |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| expert and managing school health services.                                                                                                        |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Element d. School nurses practice ethically.                                                                                                       |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Overall Rating for Standard 1                                                                                                                      |                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Evid                                                                                                                                               | ence or d                                                           | ocumen                                                                                                                                                                                                                                                                                                | tation to                                                                                                                                                                                                                                                           | support                                                                                                                                                                                                                                                                                                                                                                          | rating:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                    | Nursing Docume Docume external Adheren ensure co Needs as Validatio | al review of National Association of School Code of Ethics* nentation of ethics committee participation nentation of presentations to internal and all groups ence to standard operating procedures that confidentiality of records assessment findings (QA) tion of formal/informal leadership roles |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| Standard 2. School nurses establish a safe, respectful, and inclusive environment for diverse populations. |                                                                                  | Not<br>Demonstrated                  | Developing                                                                                                                                                                                                   | Proficient | Accomplished | Distinguished |  |  |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|---------------|--|--|
| Element a. School nurses align practice with the requirem                                                  |                                                                                  | ;                                    |                                                                                                                                                                                                              |            |              |               |  |  |
| North Carolina Board of Nursing, recognized standards of practice and North Carolina education goals.      | nursing                                                                          |                                      |                                                                                                                                                                                                              |            |              |               |  |  |
| Element b. School nurses foster an environment that supp                                                   | orts succes                                                                      | SS                                   |                                                                                                                                                                                                              |            |              |               |  |  |
| of all students.                                                                                           |                                                                                  |                                      |                                                                                                                                                                                                              |            |              |               |  |  |
| <b>Element c.</b> School nurses communicate effectively in a va                                            | riety of                                                                         |                                      |                                                                                                                                                                                                              |            |              |               |  |  |
| formats in all areas of nursing practice. <b>Element d.</b> School nurses use environmentally safe and he  | althy                                                                            |                                      |                                                                                                                                                                                                              |            |              |               |  |  |
| practices.                                                                                                 | aitily                                                                           |                                      |                                                                                                                                                                                                              |            |              |               |  |  |
| Overall Rating fo                                                                                          | or Standar                                                                       | rd 2                                 |                                                                                                                                                                                                              |            |              |               |  |  |
| Comments:                                                                                                  | Evidence                                                                         | or do                                | locumentation to support rating:                                                                                                                                                                             |            |              |               |  |  |
| Recommended actions for improvement:  Resources needed to complete these actions:                          | <ul> <li>□ Nu</li> <li>□ M</li> <li>□ Co</li> <li>□ Otl</li> <li>□ He</li> </ul> | ursing linutes opy of her sa ealth c | ent/incident reports ng documentation tes of team and work groups of presentation or related flyer of publication or article samples of writing skills n care plans f a standardized environmental assessmer |            |              |               |  |  |
|                                                                                                            |                                                                                  |                                      |                                                                                                                                                                                                              |            |              |               |  |  |

| Standard 3. School nurses use their knowledge of the nursing process, current nursing standards, and principles of growth and development to facilitate and enhance competent practice in the school setting. |                                                                             | Not<br>Demonstrated                                         | Developing | Proficient | Accomplished | Distinguished |  |  |
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| <b>Element a.</b> School nurses attain knowledge and competence that reflect current nursing practice.                                                                                                        |                                                                             |                                                             |            |            |              |               |  |  |
| <b>Element b.</b> School nurses integrate evidence and research findings into nursing practice.                                                                                                               |                                                                             |                                                             |            |            |              |               |  |  |
| Overall Rating for Standard 3                                                                                                                                                                                 |                                                                             |                                                             |            |            |              |               |  |  |
| Comments:                                                                                                                                                                                                     | Evidence or d                                                               | ocumentation to support rating:                             |            |            |              |               |  |  |
| Recommended actions for improvement:                                                                                                                                                                          | CEU ce Proof or national CPR ce Proof or district/ compete Publicar College | tions degree completion on of data for annual school health |            |            |              |               |  |  |
| Resources needed to complete these actions:                                                                                                                                                                   |                                                                             |                                                             |            |            |              |               |  |  |

| Standard 4: School nurses facilitate student le<br>providing individualized care using the nursi                                                              | ng process.                                                                                  | Not<br>Demonstrated                                                                                                                                                                                                                                                                                                   | Developing | Proficient | Accomplished | Distinguished |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------|---------------|--|
| a. School Nurses collect comprehensive data pertinent to health and analyze the data to determine nursing diagr                                               |                                                                                              |                                                                                                                                                                                                                                                                                                                       |            |            |              |               |  |
| <ul> <li>b. Based on the assessment, school nurses identify expected student outcomes and develop a plan with strategies to attain those outcomes.</li> </ul> |                                                                                              |                                                                                                                                                                                                                                                                                                                       |            |            |              |               |  |
| c. School nurses implement the plan of care, coordinate care delivery, and evaluate the effectiveness of the plan.                                            |                                                                                              |                                                                                                                                                                                                                                                                                                                       |            |            |              |               |  |
| d. School nurses utilize appropriate resources to plan and provide school health services that are safe, effective, and financially responsible.              |                                                                                              |                                                                                                                                                                                                                                                                                                                       |            |            |              |               |  |
| Overall Rating fo                                                                                                                                             | or Standard 4                                                                                |                                                                                                                                                                                                                                                                                                                       |            |            |              |               |  |
| Recommended actions for improvement:  Resources needed to complete these actions:                                                                             | ☐ Individed ☐ Emerged ☐ Nursing ☐ Delegated ☐ Nursing ☐ all aspect ☐ Meeting ☐ collaboration | vidence or documentation to support rating:  Individualized health care plans Emergency health care plans Nursing care plans Delegated teaching/monitoring records Nursing documentation records — all aspects of nursing process Meeting minutes, i.e., family meetings, collaborative teams, etc. Medication audits |            |            |              |               |  |

| Standard 5. School Nurses reflect on their practice.  a. Quality of practice: The school nurse continually strives to improve practice.  b. Professional practice evaluation: The school nurse engages in self-assessment of practice. |                | Not<br>Demonstrated                                                                                                                                                                                                                                                                | Developing | Proficient | Accomplished | Distinguished |  |  |
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| Comments:  Recommended actions for improvement:  Resources needed to complete these actions:                                                                                                                                           | Evidence or do | dence or documentation to support rating:  Self-assessment.  Documentation of continuing education – articles, conferences.  Feedback from students, community members colleagues.  Professional development syllabi.  Work plans.  Evaluation tool.  Student outcome data.  Logs. |            |            |              |               |  |  |
| School Nurse Signature  Principal/Evaluator Signature  Comments Attached: YESNO                                                                                                                                                        |                | _                                                                                                                                                                                                                                                                                  | ate<br>ate |            |              |               |  |  |
| Principal/Evaluator Signature<br>(Signature indicates questions above regarding comments has bee                                                                                                                                       | en addressed)  | Da                                                                                                                                                                                                                                                                                 | ate        |            |              |               |  |  |

Note: The School Nurse's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the School Nurse has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Nurse Evaluation Process.