

TO: Professional Standards Committee

SUBMITTED BY: Terry Reilly, Programs Coordinator for Preservice Educator Quality

ITEM FOR ACTION: (65) School Nurse

RECOMMENDED ACTION:

The Vermont Standards Board for Professional Educators votes to accept the revised (65) School Nurse endorsement.

MOTION:

I, _____, move that the VSBPE accept and approve the recommendation that the Vermont Standards Board for Professional Educators votes to accept the revised (65) School Nurse Endorsement.

BACKGROUND INFORMATION:

Per the direction of the Vermont Standards Board for Professional Educators AOE personnel convened stakeholders from the School Nurse educator field to revise the School Nurse endorsement. Per best practice, teachers present were vetted for licensure in the endorsement area. Additionally, stakeholders came as representatives of their field from different state and nationally affiliated associations. Current national standards were referenced in the revision process, most notably the National Association of School Nurses', Framework for 21st Century School Nursing Practice creates an overarching structure that includes concepts integral to the complex clinical specialty practice of school nursing.

STAFF AVAILABLE: Terry Reilly, Programs Coordinator for Preservice Educator Quality

TO: Professional Standards Committee

SUBMITTED BY: Terry Reilly, Preservice Programs Coordinator for Educator Quality

ITEM FOR ACTION: (65A) Associate School Nurse

RECOMMENDED ACTION:

The Vermont Standards Board for Professional Educators moves to sunset the (65A) Associate School Nurse endorsement in 2020.

MOTION:

I, _____, move that the VSBPE moves to sunset the (65A) Associate School Nurse endorsement in 2020.

BACKGROUND INFORMATION:

Extensive consultation with the school nurse community including members of the Vermont State School Nurses' Association, the National Association of School Nurses', Vermont Department of Health reveals national trends requiring school nurses to hold a degree in bachelors of science in nursing. Supporting documentation can be found in: NASN Position Statement revised June 2016

(<https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/26/Education-Licensure-and-Certification-of-School-Nurses-Revised-June-2016>); Institute of Medicine Report: The Future of Nursing: Focus on Education – Institute of Medicine (<http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health/Report-Brief-Education.aspx>); American Association of Colleges of Nursing article entitled, The Baccalaureate Degree in Nursing as Minimal Preparation for Professional Practice (<http://www.aacn.nche.edu/publications/position/bacc-degree-prep>); The Online Journal of Issues in Nursing article, A Policy Perspective on the Entry into Practice Issue (<http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol152010/No1Jan2010/Articles-Previous-Topic/Policy-and-Entry-into-Practice.html>); Advance Healthcare Network for Nurses article, Entry-Level Nursing education (<http://nursing.advanceweb.com/Archives/Article-Archives/Entry-Level-Nursing-Education.aspx>). Further it is noted that some states across the country are contemplating legislation to require the BSN degree for school nurses.

STAFF AVAILABLE: Terry Reilly, Preservice Programs Coordinator for Educator Quality



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(65) School Nurse Crosswalk

Purpose: To identify changes to the newly revised (65) School Nurse endorsement

Change	Impact
<p>Inclusion of the National Association of School Nurses'; <i>The Role of the 21st Century School Nurse</i></p>	<p>Requirements for the School Nurse will follow national trends of evidence-based best practice.</p>
<p>Under Additional Requirements addition of:</p> <ul style="list-style-type: none"> 1.1.1.1. A baccalaureate degree from a regionally accredited or state-approved institution and successful completion of a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed by completing an alternate preparation process approved by the Standards Board. 1.1.1.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation. 1.1.1.3. 6000 hours of clinical nursing experience beyond nursing education 1.2. Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session. 1.3. Completion of an educational orientation program provided through the Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000 – Education Quality Standards. 	<p>Current Associate School Nurses' are provided pathway to revised School Nurse endorsement.</p>

Vermont Standards Board for Professional Educators

5440-65 School Nurse (Revised 1/27/2017))

The holder is authorized to provide school health services in grades PK-12 and to collaborate with teachers and administrators to integrate health and wellness knowledge and skills throughout the school and curriculum based on knowledge of pediatric, community health, emergency, adult, and mental health nursing.

1. Standards of Practice

1.1. The school nurse demonstrates knowledge in general nursing and school nursing concepts and skills delineated in

1.1.1. The Standards of Practice School Health Services Manual (Authors: Vermont Agency of Education and Vermont Department of Health, September 2015)

1.1.2. Framework for 21st Century School Nursing Practice (Author: National Association of School Nurses, 2015)

1.1.3. School Nursing: Scope and Standards of Practice 2nd Ed. (Authors: American Nurses Association (ANA) and National Association of School Nurses (NASN), 2011).

1.2. The school nurse develops protocols, training, supervision and evaluation for delegated activities. The school nurse evaluates the health needs of students and the school environment through the prescribed nursing process of Assessment, Diagnosis, Outcome Identification, Planning, Implementation and Evaluation (NASN, 2011). The school nurse works to develop and maintain communication within the school, local health agencies and providers. The school nurse incorporates school health services into the Whole School, Whole Community, Whole Child (WSCC) Model (CDC, October 2015) and aligns these services with goals with the Local Education Agency's Continuous School Improvement plans. The school nurse cultivates a relationship between the school and the community's health network to coordinate care. The school nurse reports suspected child abuse and/or neglect as required by law.

1.3. Standards of Practice include: Clinical Competence • Clinical Guidelines • Code of Ethics • Critical Thinking • Evidence-based Practice • NASN Position Statements • Nurse Practice Act • Knowledge of and adherence to current state and federal laws, regulations, and procedures governing identification, referral, healthcare, privacy issues, placement, and accommodation of students.

2. Leadership

- 2.1. School nurses lead in the development of policies, programs, and procedures for the provision of school health services at an individual or district level, relying on student-centered, evidence-based practice and performance data to inform care. Integrating ethical provisions into all areas of practice, the school nurse leads in delivery of care that preserves and protects student and family autonomy, dignity, privacy, and other rights sensitive to diversity in the school setting.
 - 2.2. As an advocate for the individual student, the school nurse provides skills and education that encourage self-empowerment, problem solving, effective communication, and collaboration with others. Promoting the concept of self-management is an important aspect of the school nurse role and enables the student to manage his/her condition and to make life decisions. The school nurse advocates for safety by participating in the development of school safety plans to address bullying, school violence, and the full range of emergency incidents that may occur at school.
 - 2.3. At the policy development and implementation level, the school nurse provides system-level leadership and acts as a change agent, promoting education and healthcare reform.
 - 2.4. Leadership includes: Advocacy • Change Agents • Lifelong Learner • Models of Practice • Technology • Policy Development and Implementation • Professionalism • Systems-level Leadership • Acts as a resource person in promoting health careers.
- 3. Community/Public Health**
- 3.1. School nursing is grounded in community/public health. The goal of community/public health moves beyond the individual to focus on community health promotion and disease prevention and is one of the primary roles of the school nurse. School nurses employ cultural competency in delivering effective care in culturally diverse communities.
 - 3.2. The school nurse employs primary prevention by providing health education that promotes physical and mental health and informs healthcare decisions, prevents disease, and enhances school performance. Addressing such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care, and the school nurse uses teaching methods that are appropriate to the student's developmental level, learning needs, readiness, and ability to learn. Screenings, referrals, and follow-up are secondary prevention strategies that school nurses utilize to detect and treat health-related issues in their early stage. School nurses provide tertiary prevention by addressing diagnosed health conditions and concerns.

3.3. The school nurse provides a safe and healthy school environment through control of infectious disease, which includes, preventative immunization programs utilization of school-wide infection control measures, and disease surveillance and reporting to the Vermont Department of Health.

3.4. Community and Public Health includes: Access to Care • Cultural Competency • Disease Prevention • Environmental Health • Health Equity • Health Promotion • Outreach • Population-based Care • Risk Reduction • Screenings/Referral/ Follow-up • Social Determinants of Health • Family and Group Dynamics.

4. **Care Coordination**

4.1. School nurse strengthens and facilitates the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a healthy learning environment for students and staff. The school nurse coordinates student health care between the medical home, family, and school. The school nurse participates as the health professional member on a variety of teams, including the child 3 education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students. The school nurse acts as the case manager of 504 Plans for students with health issues. The school nurse develops, provides, and/or oversees implementation of student Individualized Healthcare Plans, health management protocols, and policies for all students with health needs, and recommends modifications to the school program.

4.2. The school nurse delivers quality health care and nursing interventions for actual and potential health problems. The school nurse provides for the direct care needs of the student, including medication administration and routine treatments and procedures. The school nurse provides education of school staff for the successful management of a child with a chronic condition or special healthcare needs.

4.3. The school nurse delegates healthcare tasks to unlicensed assistive personnel in order to support the health and safety needs of students in accordance with Administrative Rules of the Vermont Board of Nursing.

4.4. Care Coordination includes: Case Management • Chronic Disease Management • Collaborative Communication • Direct Care • Education • Interdisciplinary Teams • Motivational Interviewing/ Counseling • Student-Centered Care • Student Self-empowerment • Transition Planning

5. Quality Improvement

- 5.1. The school nurse uses the nursing process: assessment, identification of the issue, development of a plan of action, implementation of the plan, and evaluation of the outcome. The school nurse collects data and utilizes evidence based practice in order to facilitate continuous quality improvement.
- 5.2. Quality Improvement includes: • Documentation/Data Collection • Evaluation • Meaningful Health/ Academic Outcomes • Research • Uniform Data Set.

6. Additional Requirements:

- 6.1. Bachelors or Master's degree from a nursing program accredited by the National League for Nursing or the Commission on Collegiate Nursing Education (CCNE).
- 6.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.
- 6.3. 6000 hours of clinical nursing experience beyond nursing education OR 2016 or more current national certification from the National Board for the Certification for School Nurses.
 - 6.3.1.OR:
 - 6.3.1.1. A bachelor's degree or higher in a health-related field relevant to school nursing, including or in addition to a total of six (6) credits for undergraduate or graduate courses in any combination of the following subjects: Management of primary health care problems of children and/ or adolescents; Health assessment of children and/or adolescents; Public health/community health/epidemiology/school nursing; Nursing Informatics
 - 6.3.1.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation
 - 6.3.1.3. 6000 hours of clinical nursing experience beyond nursing education
 - 6.3.2.OR
 - 6.3.2.1. A baccalaureate degree from a regionally accredited or state-approved institution and successful completion of a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed by completing an alternate preparation process approved by the Standards Board.
 - 6.3.2.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.
 - 6.3.2.3. 6000 hours of clinical nursing experience beyond nursing education
- 6.4. Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

- 6.5. Completion of an educational orientation program provided through the Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000 – Education Quality Standards.

DRAFT

1.1.1. ~~The Vermont~~ Standards of Practice School Health Services Manual (Authors: Vermont Agency of Education and Vermont Department of Health, September 2015)

1.1.2. ~~The National Association of School Nurses'~~ Framework for 21st Century School Nursing Practice (Author: National Association of School Nurses, 2015)

1.1.3. ~~The National Association of School Nurses'~~ School Nursing: Scope and Standards of Practice 2nd Edition Ed. (Authors: American Nurses Association (ANA) and National Association of School Nurses (NASN), 2011)

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1.2. The school nurse develops protocols, training, supervision and evaluation for delegated activities. ~~The~~ ~~The~~ school nurse assess, plans, implements and nurse evaluates the health needs of students and the school environment through the prescribed nursing process of Assessment, Diagnosis, Outcome Identification, Planning, Implementation and Evaluation (NASN, 2011). The school nurse works to develop and maintain communication within the school, local health agencies and providers while incorporating the ~~Whole School Whole Community and Whole Child Model (WSWCWC)-~~ Whole School, Whole Community, Whole Child (WSCC) Model (CDC, October 2015). The school nurse cultivates a relationship between the school and the community's health network to consult as needed. The school nurse reports suspected child abuse and/or neglect as required by law.

4.1. School nurse strengthens and facilitates the educational process by improving and protecting the health status of students and staff; identifying, assisting, overseeing, and collaborating with other school personnel in the removal or modification of health-related barriers to the learning of individual students; and collaborating with other school personnel to promote health education and a healthy learning environment for students and staff. The school nurse coordinates student health care between the medical home, family, and school. The school nurse participates as the health professional member on a variety of teams, including the child 3 education evaluation teams that develop Individual Education Programs (IEPs), 504 Plans, Educational Support Team (EST) recommendations, and other specialized plans for students. The school nurse acts as the case manager of 504 Plans for students with health issues. The school nurse develops, provides, and/or oversees implementation of student ~~Individual-Individualized~~ Individualized Healthcare Plans, health management protocols, and policies for all students with health needs, and recommends modifications to the school program.

4.2. The school nurse delivers quality health care and nursing ~~intervention~~ interventions for actual and potential health problems. The school nurse provides for the direct care needs of the student, including medication administration and routine treatments and procedures. The school nurse provides education of school staff for the successful management of a child with a chronic condition or special healthcare needs.

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4.3 The school ~~nurses nurse~~ delegates healthcare tasks to unlicensed assistive personnel in order to support the health and safety needs of students ~~per the~~ Vermont Nurse Practice Act, in accordance with Administrative Rules of the Vermont Board of Nursing.

4.4. Care Coordination includes: Case Management • Chronic Disease Management • Collaborative Communication • Direct Care • Education • Interdisciplinary Teams • Motivational Interviewing/ Counseling • Student-centered-Centered Care • Student Self-empowerment • Transition Planning

6. Additional Requirements:

6.1. Bachelor's or Master's degree from a nursing program accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE).

6.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6.3. 6000 hours of clinical nursing experience beyond nursing education ~~or~~ OR 2016 or more current national certification from the National Board for the Certification for School Nurses.

6.3.1. OR:

6.3.1.1. A bachelor's degree or higher in a health-related field relevant to school nursing, including or in addition to a total of six (6) credits for undergraduate or graduate courses in any combination of the following subjects: Management of primary health care problems of children and/ or adolescents; Health assessment of children and/or adolescents; Public health/community health/epidemiology/school nursing; Nursing Informatics

6.3.1.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6.3.1.3. 6000 hours of clinical nursing experience beyond nursing education

6.3.3. OR

6.3.3.1. 2016 or more current certification from the National Board for Certification of School Nurses as National Certified School Nurse.

6.3.3.2. A current license as a Registered Nurse (RN) in the state of Vermont

6.3.3.3. Current certificates in cardiopulmonary resuscitation (CPR) with Automated

External Defibrillator

6.3.3.4. (AED), for health care providers with in person skill session.

6.3.3.4.1. OR:

~~6.3.3.4.1.1. Completion of an educational orientation program provided through the Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000— Education Quality Standards.~~

6.3.3.4.1.2.1. An RN license and at least a baccalaureate degree from a regionally accredited or state-approved institution and successful completion of a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be

Commented [W1]: The Master of Education: School Nurse Education from Cambridge College (MA) is accredited through the New England Association of Schools and Colleges. It would not fulfill this requirement (and didn't meet the standard in the past).

Commented [W2]: Note: This is the preferred method for hiring school nurses

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Commented [W3]: Just a suggestion, this is not included in the NBCSN literature, but has relevance to the school nurse position and enhances student outcomes.

Commented [W4]: Alternate 1 for hiring

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Commented [W5]: Isn't this covered under 6.3.?

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licensed by completing an alternate preparation process approved by the Standards Board.

6.3.2.2. A current license in good standing as a registered nurse (RN) from the Vermont Office of Professional Regulation.

6.3.2.3. 6000 hours of clinical nursing experience beyond nursing education

6.4. Current certificates in cardiopulmonary resuscitation (CPR) with Automated External Defibrillator (AED) for health care providers with in-person skill session.

6.3.3.4.1.1-6.5. Completion of an educational orientation program provided through the

Vermont Department of Health and based on the requirements for delivery of health services as defined in the Agency of Education Manual of Rules and Practices, Series 2000 – Education Quality Standards.

Commented [W6]: Alternate 2 for hiring

Commented [W7]: Required for preferred, alt1 or alt2 endorsement route

References

ANA Nursing Process

<http://www.nursingworld.org/EspeciallyForYou/What-is-Nursing/Tools-You-Need/TheNursingProcess.html>

- Nursing Process: Assessment, Diagnosis, Outcomes/Planning, Implementation and Evaluation

NASN PS: Individualized Healthcare Plans: The Role of the School Nurse

NASN Nursing Diagnosis (under Rationale para. 3) School Nursing: Scope and Standards of Practice (ANA & NASN, 2011)

<https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/32/Individualized-Healthcare-Plans-The-Role-of-the-School-Nurse-Revised-January-2015>

- Nursing Process: Assessment, Nursing Diagnosis, Outcome Identification, Planning, Implementation and Evaluation (Rationale section, para. 4)

School Nursing: Scope and Standards of Practice 2nd Edition – Author:

American Nurses Association (ANA) & National Association of School Nurses (NASN)

- Nursing Process: Assessment, Diagnosis, Outcomes Identification, Planning, Implementation and Evaluation (p. 12)

NASN PS: The Role of the 21st Century School Nurse

<https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/87/The-Role-of-the-21st-Century-School-Nurse-Adopted-June-2016>

- Nursing Process: Assessment, Identification of the issue, development of a plan of action, implementation of the plan, and evaluation of the outcome (Quality Improvement section, para. 1)