



**Ribas Associates and Publications, Inc.**  
**596 Pleasant Street**  
**Phone: 781-551-9120** Norwood, MA 02090  
**Fax: 781-349-8160**  
**Email: [wribas@ribasassociates.com](mailto:wribas@ribasassociates.com)**  
**Website: [www.ribasassociates.com](http://www.ribasassociates.com)**

## **Ribas Associates Framework for Effective School Nursing**

This framework was developed with the assistance of school nurses and nurse supervisors. An earlier version of this framework was used by school districts from 2010 to 2014. This revised version has incorporated what was learned from the use of the earlier version.

The framework provides nurses with job specific performances they can use to self-assess their practice and create professional development plans. It is also effective for nurses to use with colleagues during collaborative professional development activities and peer coaching. Finally, it provides nurse supervisors and evaluators an effective tool for assessing and developing nurse performance.

## Ribas Associates Nurse Rubric at a Glance

Standard I: Currency in School Health	Standard II: Effective Planning and Assessment of Student Health Status	Standard III: Effective Instruction	Standard IV: Effective Health Room Management	Standard V: Promotion of Equity and Appreciation for Diversity	Standard VI: Fulfillment of Professional Responsibilities
<p><b>A. Currency in School Health Curriculum</b></p>	<p><b>A. The school nurse plans for health care needs effectively</b></p> <p><b>B. The nurse provides effective assessment of student health status</b></p>	<p><b>A. The school nurse communicates effectively with students</b></p> <p><b>B. The school nurse uses appropriate instructional techniques</b></p>	<p><b>A. The school nurse establishes a positive health room environment</b></p> <p><b>B. The school nurse maintains and models appropriate standards of behavior, mutual respect, and safety</b></p>	<p><b>A. The school nurse strives to ensure equitable treatment and care of all students</b></p>	<p><b>A. The school nurse demonstrates continuing concern for professionalism</b></p>

<b>Standard I. Currency in School Health</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
I.A.1 <i>Competency in school health and knowledge of school nursing</i>	Consistently demonstrates a high level of competency in school health. Has an appropriate in-depth knowledge of school nursing practice and communicates this information to staff. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Demonstrates competency in the area of school health. Has an appropriate in-depth knowledge of school nursing practice.	Demonstrates limited competency in the area of school health. Has a basic knowledge of school nursing practice.	Does not consistently demonstrate competency in the area of school health. Level of knowledge of school nursing practice observed is below an acceptable level.
I.A.2 <i>Health resource to others</i>	Acts as a health resource person for students, colleagues, and parents. Initiates school programs. Actively seeks opportunities to be a resource to students, colleagues, and parents and to initiate school programs. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Acts as a health resource person for students, colleagues, and parents. Actively seeks opportunities to be a resource to students, colleagues, and parents and to initiate school programs.	Acts as a health resource person for students, colleagues, and parents.	Occasionally acts as a health resource person for students, colleagues, and parents.
I.A.3 <i>Evaluation of health services</i>	Actively contributes to the ongoing evaluation of the health services. Serves on related committees. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Contributes to the ongoing evaluation of the health services.	Makes some contributions to the ongoing evaluation of health services.	Rarely contributes to the ongoing evaluation of the health services.
I.A.4 <i>Currency in the field and application of knowledge</i>	Keeps current in the field and applies knowledge to the health care of students and staff. Where appropriate, communicates this knowledge to other staff and families. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Keeps current in the field and applies knowledge to the health care of students and staff. Communicates some of this knowledge to other staff and families.	Makes some effort to keep current in the field of health care. Communication with staff and families or application of knowledge is minimal.	Does not keep current in the field.
I.A.5 <i>Prevention of disease</i>	Demonstrates an interest in and concern for the prevention of disease and the promotion of health. Takes the initiative in establishing school health programs that promote health throughout the building. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Demonstrates an interest in and concern for the prevention of disease and the promotion of health.	Demonstrates some interest and concern for the prevention of disease and health. Does not take initiative promoting health throughout the building.	Does not demonstrate an appropriate interest in or concern for the prevention of disease and the promotion of health.

**Supporting Narrative:**

## Standard II. Effective Planning and Assessment of Student Health Status

### A. The school nurse plans for health care needs effectively.

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
II.A.1 <i>Setting goals for healthcare needs of students</i>	Sets short-term and year-long goals for health care needs of students. Does formative and summative evaluations of progress. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Sets short-term and year-long goals for health care needs of students.	Demonstrates inconsistency in setting short-term and year-long goals for health care needs of students.	Rarely sets short-term and year-long goals for health care needs of students.
II.A.2 <i>Planning for individual student needs</i>	Identifies individual needs and plans for the use of appropriate nursing care. Demonstrates sensitivity to the needs of a diverse student body. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Identifies individual needs and plans for the use of appropriate nursing care.	Sometimes identifies individual needs and plans for the use of appropriate nursing care.	Rarely identifies individual needs or plan for the use of appropriate nursing care.
II.A.3 <i>Matching resources to nursing interventions and students</i>	Consistently uses resources, including technologies that are appropriately matched to nursing interventions and to individual student health needs. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Uses resources, including technologies that are appropriately matched to nursing interventions and to individual student health needs.	Occasionally uses resources, including technologies that are appropriately matched to nursing interventions and to individual student health needs.	Rarely uses resources, including technologies that are appropriately matched to nursing interventions and to individual student health needs.
II.A.4 <i>Collaboration with other nurses, specialists, and administrators</i>	Seeks out and collaborates with other school-based nurses, specialists, and administrators to better design modifications to meet the special health needs of students. Communicates these modifications to all staff and parents. The nurse's performance in this area is at such a level that she would be used as a model for other nurses	Seeks out and collaborates with other school-based nurses, specialists, and administrators to better design modifications to meet the special health needs of students.	Sometimes collaborates with other school-based nurses, specialists, and administrators to better design modifications to meet the special health needs of students.	Rarely seeks out and collaborates with other school-based nurses, specialists, and administrators to better design modifications to meet the special health needs of students.
II.A.5 <i>Increasing student responsibility</i>	Plans for students to increase responsibility for their own health needs. Enlists parents and appropriate school staff to support these plans. The nurse's performance in this area is at such a level that she would be used as a model for other nurses	Plans for students to increase responsibility for their own health needs.	Demonstrates some knowledge of planning for students to increase responsibility for their own health needs.	Does not adequately develop plans for students to increase responsibility for their own health needs.

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<i>II.A.6 Compares intended and actual outcomes</i>	Utilizes formative and summative assessments to compare intended and actual health outcomes. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Compares intended and actual health outcomes.	Inconsistently compares intended and actual health outcomes.	Rarely compares intended and actual health outcomes.
<i>II.A.7 Scheduling students</i>	Consistently schedules time for interaction with students regarding health issues. Promptly sets up new appointments whenever the schedule is disrupted. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Schedules time for interaction with students regarding health issues. Sets up new opportunities whenever the schedule is disrupted.	Occasionally schedules time for interaction with students regarding health issues. Infrequently sets up new opportunities whenever the schedule is disrupted.	Rarely schedules time for interaction with students regarding health issues. Rarely sets up new opportunities whenever the schedule is disrupted.
<i>II.A.8 Feedback to students</i>	Regularly provides feedback to students on their progress. Elicits students' self-assessment of their progress. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Regularly provides feedback to students on their progress.	Feedback provided to students on their progress is inconsistent.	Rarely provides feedback to students on their progress.
<i>II.A.9 Implements innovation approaches</i>	Implements innovative approaches to health assessment. Collaborates with other health specialists to reach this goal. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Implements innovative approaches to health assessment.	Occasionally implements innovative approaches to health assessment.	Rarely implements innovative approaches to health assessment.
<i>II.A.10 Communication with parents</i>	Keeps parents informed of students' health status and works with them to meet the total health needs of the student. Makes a special effort to reach unresponsive parents. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Keeps parents informed of students' health status and works with them to meet the total health needs of the student.	Demonstrates inconsistency with keeping parents informed of student's health status. Works with parents occasionally.	Does not adequately keep parents informed of students' health status. Does not adequately work with parents.

**Supporting Narrative:**

<b>Standard III. Effective Instruction</b>				
<b>A. The school nurse communicates effectively with students.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
III.A.1 <i>Implements and communicates clear health objectives</i>	Implements clear health care objectives and effectively communicates those to students. Supports other staff members in communicating those objectives to students. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Implements clear health care objectives and communicates those objectives to students.	Is inconsistent in the implementation of clear health objectives and communication of those objectives to students.	Rarely implements clear health care objectives. Does not adequately communicate those objectives to students.
III.A.2 <i>Promotes student independence</i>	Promotes students' independence as learners with regard to health issues. Uses high-quality materials and community resources, including technologies, matched to the students' learning styles. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Promotes students' independence as learners with regard to health issues and their use of multiple resources.	Promotes students' independence as learners with regard to health issues.	Rarely promotes students' independence as learners with regard to health issues.
III.A.3 <i>Identifies student confusions and misconceptions; remediates, re-teaches or extends as needed</i>	Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies to health care. Remediate, re-teaches, or extends teaching to meet individual and/or group health needs. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Identifies confusions and misconceptions as indicated by student responses and regular assessment strategies to health care. Remediate, re-teaches, or extends teaching to meet individual and/or group health needs.	Occasionally identifies confusions and misconceptions as indicated by student responses and regular assessment strategies to health care. On occasion, remediates, re-teaches, or extends teaching to meet individual and/or group health needs.	Does not adequately identify confusions and misconceptions as indicated by student responses and regular assessment strategies to health care.
III.A.4 <i>Communicates enthusiasm for nursing to students and colleagues</i>	Has enthusiasm for school nursing and preventive health care and makes significant efforts to communicate that enthusiasm to students and colleagues. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Has enthusiasm for school nursing and preventive health care and makes significant efforts to communicate that enthusiasm to students and colleagues.	Exhibits some enthusiasm for school nursing and preventative health cares and sometimes make an effort to communicate that enthusiasm to students and colleagues.	Rarely exhibits enthusiasm for school nursing and preventative health care.

III.A.5 <i>Writes and speaks clearly</i>	Consistently communicates clearly in writing and speaking, using precise language, including with the use of technologies. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Communicates clearly in writing, speaking, and using precise language.	Is inconsistent communicating clearly in writing, speaking and using precise language.	Does not communicate clearly in writing and speaking.
III.A.6 <i>Understands and demonstrates to students the relevance of their health status</i>	Understands and demonstrates to students the relevance of their health status to their lives, using a variety of media. Assists teachers in their efforts to reinforce this knowledge in the classroom. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Understands and demonstrates to students the relevance of their health status to their lives.	Somewhat understands and occasionally demonstrates for students the relevance of their health status to their lives.	Does not adequately understand and/or demonstrate to students the relevance of their health status to their lives.
<b>B. The school nurse uses appropriate instructional techniques.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
III.B.1 <i>Uses a variety of strategies</i>	Uses a variety of strategies for individualized health teaching, matched to curricular goals. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Uses a variety of strategies for individualized health teaching matched to curricular goals.	Inconsistently utilizes a variety of strategies for individualized health teaching or strategies and not always matched to curricular goal.	Does not effectively use a variety of strategies for individualized health teaching.
III.B.2 <i>Differentiates materials to accommodate learning styles</i>	Uses appropriate materials, including technologies, to reinforce health care needs to accommodate learning styles. Helps students to understand their learning styles. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Uses appropriate, differentiated materials to reinforce health care needs to accommodate learning styles.	Demonstrates inconsistent use of appropriate materials to reinforce health care needs to accommodate learning styles.	Infrequently uses appropriate materials to accommodate learning styles.

III.B.3 <i>Enables students to summarize and integrate knowledge</i>	Enables students to independently summarize important health knowledge and to integrate it with prior knowledge. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Enables students to summarize important health knowledge and to integrate it with prior knowledge.	Encourages students to summarize important health knowledge and to integrate it with prior knowledge.	Infrequently encourages students to summarize important health knowledge and to integrate it with prior knowledge.
III.B.4 <i>Working knowledge of research</i>	Demonstrates a working knowledge of current school nursing research. Uses membership in professional organizations, academic course work, and contacts with colleagues to stay current. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Demonstrates a working knowledge of current school nursing research.	Demonstrates some working knowledge of current school nursing research.	Does not demonstrate a working knowledge of current school nursing research.
III.B.5 <i>Use questioning to encourage student participation and independence</i>	Uses a variety of questioning techniques, matched to learning styles, to encourage student participation, including those that encourage self-care and independent evaluation of student health issues. Matches these techniques to the needs of individual learners. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Uses a variety of questioning techniques to encourage student participation, including those that encourage self-care and independent evaluation of student health issues.	Inconsistently utilizes a variety of questioning techniques to encourage student participation.	Does not effectively use a variety of questioning techniques.

**Supporting Narrative:**



<b>Standard IV. Effective Health Room Management</b>				
<b>A. The school nurse establishes a positive health room environment.</b>				
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
IV.A.1 <i>Use of time and space</i>	Uses time and health room space productively and efficiently. Accommodates the needs of other professionals, to minimize disruption of classroom activities. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Uses time and health room space productively and efficiently. Is sensitive to the scheduling needs of other professionals.	Utilizes time and health room space productively and efficiently. Occasionally shows sensitivity to scheduling needs of other professionals.	Does not use time and health room space productively and efficiently. Is reluctant to accommodate the scheduling needs of other professionals.
IV.A.2 <i>Student participation, engagement, and self-responsibility</i>	Maintains a high level of student participation and engagement of students in their own health care. Enables students to take increased responsibility for their own health care. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Maintains a high level of student participation and engagement of students in their own health care. Encourages student to take increased responsibility for their own health care.	Maintains an adequate level of student participation and engagement of students in their own health care.	Does not maintain an adequate level of student participation and engagement of students in their own health care.
<b>B. The school nurse maintains and models appropriate standards of behavior, mutual respect, and safety.</b>				
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
IV.B.1 <i>Develops in students attitudes of fairness and self-respect</i>	Develops student responsibility by reinforcing desired student behaviors that demonstrates attitudes of fairness and respect. Serves as a role model of these attributes. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Develops student responsibility by reinforcing desired student behaviors that demonstrate attitudes of fairness and respect.	Encourages student responsibility by reinforcing desired student behaviors that demonstrate attitudes of fairness and respect.	Does not adequately encourage student responsibility.
IV.B.2 <i>Routine health room procedures</i>	Establishes and carries out reasonable and routine health room rules and procedures. Makes all staff and students aware of these rules and procedures. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Establishes and carries out reasonable and routine health room rules and procedures.	Is inconsistent with establishing and carrying out reasonable and routine health room rules and procedures.	Does not adequately establish and carry out reasonable and routine health room rules and procedures.

IV.B.3 <i>Professional boundaries</i>	Maintains appropriate professional boundaries with students. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Always maintains appropriate professional boundaries with students.	Does not always maintain professional boundaries with students.	Does not sufficiently maintain appropriate professional boundaries with students.
IV.B.4 <i>Sensitive information</i>	Always handles sensitive information with discretion. Makes all staff aware of the guidelines related to sensitive information. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Consistently makes staff aware of the guidelines related to sensitive information. Handles sensitive information with discretion.	Usually makes staff aware of the guidelines related to sensitive information. Handles sensitive information with discretion.	Inconsistently handles sensitive information with discretion or rarely makes all staff aware of the guidelines related to sensitive information.

**Supporting Narrative:**

<b>Standard V. Promotion of Equity and Appreciation of Diversity</b>				
<b>A. The school nurse strives to ensure equitable treatment and care of all students.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
V.A.1 <i>Sensitivity to differences</i>	Demonstrates sensitivity to differences in gender and social and cultural backgrounds. Models the attitudes and values of equity. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Demonstrates sensitivity to differences in gender and social and cultural backgrounds.	Usually demonstrates sensitivity to differences in gender and social and cultural backgrounds.	Does not demonstrate sensitivity to differences in gender and social and cultural backgrounds.
V.A.2 <i>Develops and implements programs that meet diverse needs</i>	Develops and implements health programs that are effective in meeting the needs of a diverse student body. Always applies constitutional and statutory laws, state regulations, and Board of Education policies and guidelines. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Develops and implements health programs that are effective in meeting the needs of a diverse student body. Applies constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.	Some development and implementation of health programs are effective in meeting the needs of a diverse student body. Typically applies constitutional and statutory laws, state regulations, and Board of Education policies and guidelines.	Does not develop and implement health programs that are effective in meeting the needs of a diverse student body.

<b>Standard VI. Fulfillment of Professional Responsibilities</b>				
<b>A. The school nurse demonstrates continuing concern for professionalism.</b>				
	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
VI.A.1 <i>Seeks new information and is receptive to suggestions</i>	Seeks out information and is receptive to suggestions for growth and improvement. Models what it means to be a continual learner. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Seeks out information and is receptive to suggestions for growth and improvement.	Occasionally seeks out information and is receptive to suggestions for growth and improvement.	Does not seek out information and is not receptive to suggestions for growth and improvement.
VI.A.2 <i>Works collaboratively with others to implement programs</i>	Actively initiates collaboration with other staff members to implement appropriate nursing programs. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Works collaboratively with other staff members to implement appropriate nursing programs. Occasionally initiates this collaboration.	On occasion, will collaborate with other staff members to implement appropriate nursing programs.	Rarely works collaboratively with other staff members.
VI.A.3 <i>Shares ideas and expertise</i>	Shares expertise and new ideas with colleagues. The nurse's performance in this area is at such a level that she would be used as a model for other nurses	Shares expertise and new ideas with colleagues.	Sometimes shares expertise and new ideas with colleagues.	Seldom shares expertise and new ideas with colleagues.
VI.A.4 <i>Collaborates to identify health issues and solutions</i>	Works constructively with others to identify school health problems and suggest possible solutions. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Works constructively with others to identify school health problems and suggest possible solutions.	Sometimes works constructively with others to identify school health problems.	Rarely works constructively with others to identify school health problems.
VI.A.5 <i>Meets deadlines</i>	Meets deadlines and fulfills routine responsibilities. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Meets deadlines and fulfills routine responsibilities.	Occasionally meets deadlines and fulfills routine responsibilities.	Frequently misses out deadlines or fails to fulfill routine responsibilities.

VI.A.6 <i>Observes policies and procedures</i>	Always observes established school system policies and procedures. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Observes established school system policies and procedures.	Does not always observe established school system policies and procedures.	Does not consistently observe established school system policies and procedures.
VI.A.7 <i>Participation in professional development</i>	Participates in appropriate self-development activities, such as conference, in-service training, and personal study. Where appropriate, disseminates this information to the faculty and staff. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Participates in appropriate self-development activities, such as conferences, in-service training, and professional study.	Occasionally participates in appropriate self-development activities, such as conferences, in-service training, and professional study.	Rarely participates in appropriate self-development activities, such as conferences, in-service training, and professional study.
VI.A.8 <i>Professionalism with students, parents, and colleagues</i>	Always maintains appropriate professional behaviors in all interactions with students, parents, and colleagues. The nurse's performance in this area is at such a level that she would be used as a model for other nurses.	Maintains appropriate professional behaviors in all interactions with students, parents, and colleagues.	Demonstrates some appropriate, professional behaviors in interactions with students, parents, and colleagues.	Does not consistently maintain appropriate, professional behaviors in all interactions with students, parents, and colleagues.

**Supporting Narrative:**