

**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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Frances Ramírez-Maestas, Director  
David Harrell, PhD, Deputy Director

November 16, 2009

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Nicole Parra-Perez *NPP*

**RE: WRITTEN REPORT: SCHOOL STAFF SHORTAGES REPORT**

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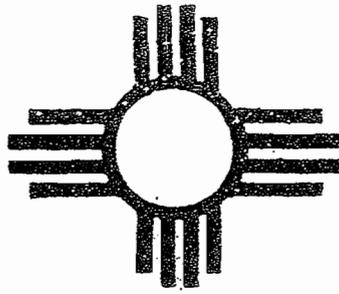
In response to a 2008 memorial, House Joint Memorial (HJM) 3, *Study School Staff Shortage Issues* (Attachment 1), the Legislative Education Study Committee (LESC) received a written report during the 2008 interim from the Public Education Department (PED) and the Office of Education Accountability (OEA) concerning the issues that arise as a result of shortages of counselors and nurses, including data on student-to-counselor and student-to-nurse ratios in New Mexico and potential shortages of counselors and nurses. Among the issues raised, the report recommended forming a work group to conduct further study.

In January 2009, the Chair of the LESL, on behalf of the committee, sent a letter (Attachment 2) to PED and OEA requesting that they convene a new work group to consider the issues identified by the School Staff Shortage Work Group:

- the alignment between PED's competencies for school counselors and nurses and those of the national counseling and nursing associations;
- PED's career pathway requirements for school counselors and nurses;
- accountability measures for school counseling programs;
- working conditions of school counselors and nurses; and
- the creation of a systematic plan to reduce student-to-counselor and student-to-nurse ratios.

The letter also requested a report of findings and recommendations to the LESC during the 2009 interim.

In a letter dated October 5, 2009 (Attachment 3), PED and OEA responded to the LESC's request. The letter states that to comply with the committee's issues a work group was convened in the 2009 interim. Recommendations of the work group are outlined on pages 2 and 3 of the letter.



The Legislature  
of the  
State of New Mexico

48th Legislature, 2nd Session

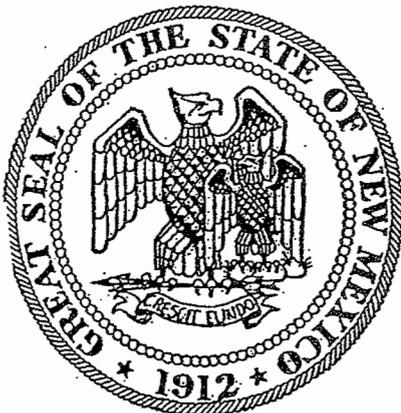
LAWS 2008

CHAPTER \_\_\_\_\_

HOUSE JOINT MEMORIAL 3

Introduced by

REPRESENTATIVE NATHAN P. COTE



FOR THE LEGISLATIVE EDUCATION STUDY  
COMMITTEE

1 A JOINT MEMORIAL

2 REQUESTING THE PUBLIC EDUCATION DEPARTMENT AND THE OFFICE OF  
3 EDUCATION ACCOUNTABILITY TO EXAMINE ISSUES RELATED TO  
4 TURNOVER AND EMERGENCIES RESULTING FROM PREDICTED SHORTAGES  
5 OF SCHOOL COUNSELORS, NURSES AND OTHER PROFESSIONAL  
6 INSTRUCTIONAL SUPPORT PERSONNEL IN PUBLIC SCHOOL DISTRICTS  
7 AND CHARTER SCHOOLS.  
8

9 WHEREAS, school counselors, nurses and other  
10 professional instructional support personnel are essential to  
11 children's learning in New Mexico schools; and

12 WHEREAS, New Mexico schools must recruit and retain  
13 qualified school counselors, nurses and other professional  
14 instructional support personnel to cope more adequately with  
15 the demands of the federal No Child Left Behind Act of 2001;  
16 and

17 WHEREAS, school counselors play a critical role in  
18 helping students focus on academic, personal, social and  
19 career development, particularly through the next-step  
20 planning process, so that students may achieve success in  
21 school and be prepared to lead fulfilling lives as  
22 responsible members of society; and

23 WHEREAS, nationally, forty-six percent of the nursing  
24 workforce is over fifty years of age; and

25 WHEREAS, the federal health resources and services

1 administration predicts that New Mexico will be able to meet  
2 only sixty-four percent of the state's demand for nurses in  
3 all capacities by 2020; and

4 WHEREAS, school counselors, nurses and other  
5 professional instructional support personnel in New Mexico  
6 school districts currently average more than fourteen years  
7 of experience; and

8 WHEREAS, school districts have a difficult time  
9 attracting and retaining qualified school counselors, nurses  
10 and other professional instructional support personnel due to  
11 competition for their services from the private sector; and

12 WHEREAS, many school counselors, nurses and other  
13 professional instructional support personnel can choose  
14 employment in a variety of settings other than public  
15 schools, such as hospitals, pediatric clinics, rehabilitation  
16 facilities, mental health centers and nursing homes;

17 NOW, THEREFORE, BE IT RESOLVED BY THE LEGISLATURE OF THE  
18 STATE OF NEW MEXICO that the public education department and  
19 the office of education accountability be requested to  
20 examine issues related to turnover and emergencies resulting  
21 from predicted shortages of school counselors, nurses and  
22 other professional instructional support personnel in public  
23 school districts and charter schools; and

24 BE IT FURTHER RESOLVED that the department and the  
25 office report their findings and recommendations, if any, to

1 the legislative education study committee prior to the first  
2 session of the forty-ninth legislature; and

3 BE IT FURTHER RESOLVED that copies of this memorial be  
4 transmitted to the secretary of public education, the  
5 director of the office of education accountability and the  
6 secretary of finance and administration.

S/ BEN LUJAN  
BEN LUJAN, SPEAKER  
HOUSE OF REPRESENTATIVES

S/ STEPHEN R. ARIAS  
STEPHEN R. ARIAS, CHIEF CLERK  
HOUSE OF REPRESENTATIVES

S/ DIANE D. DENISH  
DIANE D. DENISH, PRESIDENT  
SENATE

S/ LENORE M. NARANJO  
LENORE M. NARANJO, CHIEF CLERK  
SENATE

**ATTACHMENT 2**

**State of New Mexico  
LEGISLATIVE EDUCATION STUDY COMMITTEE**

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Roberto "Bobby" J. Gonzales  
Jimmie C. Hall  
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Carlos R. Cisneros  
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Lynda M. Lovejoy  
Howie C. Morales  
John Pinto  
William E. Sharer

Frances Ramirez-Maestas, Director

January 19, 2009

Dr. Veronica C. García  
Secretary of Public Education  
Public Education Department  
300 Don Gaspar  
Santa Fe, NM 87501-2786

Dear Dr. García:

On behalf of the Legislative Education Study Committee (LESC), I am writing to request that the Public Education Department (PED) work with the Office of Education Accountability (OEA) to study:

- (1) the alignment between PED's competencies for school counselors and nurses and those of the national counseling and nursing associations;
- (2) PED's career pathway requirements for school counselors and nurses;
- (3) accountability measures for school counseling programs;
- (4) working conditions of school counselors and nurses.

Further, the committee requests that PED and OEA also create a systematic plan to reduce student-to-counselor and student-to-nurse ratios.

As you may recall, at the December 2008 LESC interim meeting the committee received a written report from PED and OEA concerning the issues that arise as a result of shortages of counselors and nurses, including data on student-to-counselor and student-to-nurse ratios in New Mexico and potential shortages of counselors and nurses. The report recommended forming a work group to study a number of topics, including those listed above.

The committee would like to receive a report on the requested information prior to October 31, 2009. As always, the committee looks forward to working with you on this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Miera", written over a horizontal line.

Representative Rick Miera, Chair

xc: Legislative Education Study Committee  
Dr. Peter Winograd, Director, Office of Education Accountability



STATE OF NEW MEXICO  
DEPARTMENT OF FINANCE AND ADMINISTRATION  
OFFICE OF EDUCATION ACCOUNTABILITY

180 Bataan Memorial Building  
Santa Fe, New Mexico 87501  
(505) 476-1070  
www.nmdfa.state.nm.us

BILL RICHARDSON  
GOVERNOR

RECEIVED  
OCT 05 2009  
LESC

KATHERINE B. MILLER  
CABINET SECRETARY

October 5, 2009

MEMORANDUM

To: Ms. Frances Ramirez-Maestas, Director, Legislative Education Study Committee

From: Dr. Scott D. Hughes, Director, Office of Education Accountability

Subject: School Counselors and School Nurses Shortages Report

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Attached please find the report on School Counselors and School Nurses Shortages to the Legislative Education Study Committee as requested in the January 19, 2009 letter to PED Secretary Garcia by Representative Rick Miera, Chair.

SDH/rl



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

RECEIVED  
OCT 05 2009  
LESC

DR. VERÓNICA C. GARCÍA  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

October 5, 2009

Ms. Frances Ramírez-Maestas, Director  
Legislative Education Study Committee  
325 Don Gaspar, Suite 200  
Santa Fe, NM 87501

Dear Ms. Ramírez-Maestas:

This report is in response to the letter sent to me on January 19, 2009 from Representative Rick Miera on behalf of the Legislative Education Study Committee. The letter requested that the Public Education Department (PED) work with the Office of Education Accountability (OEA) to continue to study school counselor and school nurse issues (a carryover from HJM 3: School Counselor and School Nurse Shortage, from the 2008 legislative session). We have worked together to draft a response.

In Representative Miera's letter we were requested to address the following four issues:

- (1) The alignment between PED's competencies for school counselors and school nurses and those of the national counseling and nursing associations;
- (2) PED's career pathway requirement to attract future school counselors and school nurses;
- (3) Accountability measures for school counseling and school nursing programs;
- (4) Working conditions of school counselors and school nurses.

In order to continue to study these issues, we re-convened the 2008 HJM 3 work group (including some additional members who have been examining these issues) on August 5, 2009 and September 22, 2009.

The following is the response to the January 19, 2009 letter:

- (1) The alignment between PED's competencies for school counselors and school nurses and those of the national counseling and nursing associations:
  - PED will be revising both the 6.63.2 NMAC: Licensure for School Nurses Grades Pre K-12 and 6.63.6 NMAC: Licensure for School Counselors PreK-12 to ensure this alignment occurs as well as to include three levels of licensure for school counselors and school nurses.
  - PED will examine other ancillary staff license requirements to determine the appropriateness of establishing three levels of licensure for School-Counselor license.
  - As Content Standards with Benchmarks and Performance Standards are revised, PED will examine the American School Counseling Association (ASCA) standards for incorporation into content areas as appropriate.
  
- (2) PED's career pathway requirement to attract future school counselors and school nurses:
  - One issue on career pathways for school counselors and school nurses is related to the need for three levels of licensure for both school counselors and school nurses. Licenses for school counselors and school nurses are not compensated on the basis of professional growth, development, achievement, accomplishment, and/or experience. See number (1) above in regards to this school counseling and school nurse licensure.
  - In New Mexico, it is possible for a high school student, using the PED seven career clusters with multiple career pathways, to identify and take course work leading to either post-secondary education and/or the workforce. The career clusters appropriate for school counselors and school nurses are the Business Services cluster or the Health and Bio-Sciences cluster.
  - Higher Education will be requested to participate with the group to help determine ways to better align school counselor and school nurse education tracks with national standards/competencies.
  
- (3) Accountability measures for school counseling and school nursing programs:
  - Included in the work for the revisions of the school counselor and school nurse competencies is the development/adoption of assessment/evaluation instruments that can be utilized by school administrators.
    - Once these evaluation tools are complete, they should be added to the "Teach New Mexico" ([www.TeachNM.org](http://www.TeachNM.org)) website.
  - Higher Education will be requested to participate with the group to help ensure that individuals seeking a degree in school administration are given information on how to evaluate school counselors and school nurses.
  - Pursue the inclusion of information on how to evaluate school counselors and school nurses in the NM Leadership Institute.

(4) Working conditions for school counselors and school nurses:

- The New Mexico Public School Facilities Authority (PSFA) have developed state adequacy standards (*Section 6.27.30.18 NMAC*) that establishes size requirements for "Other Facility Areas" which include parent workspace, administrative space, *student health, counseling*, other office space, faculty workspace and teacher lounge. These adequacy standards are also detailed in the PSFA Adequacy Planning Guide dated January 28, 2009 (Administration & Other Facility Support Areas, pages 47-52).
  - Schools should ensure that school counselor and school nurse space adheres to PSFA adequacy standards and is appropriate for confidentiality.

Additional Recommendations:

- Reduce the school counselor-student and school nurse-student ratios:
  - Increase school counselor-student contacts as per ASCA standards.
  - Ensure parent involvement in student next-step plans.
- Encourage bi-lingual individuals to go into school counseling and school nursing through incentives.
- Encourage school counselors and school nurses to pursue national certification through incentives.
- Fund PED dedicated position(s) for school counseling and school nursing.
- Phase-in a reduction in the school counselor-student ratio to 1:250.
- Phase-in a reduction in the school nurse-student ratio to:
  - 1:750 regular education students
  - 1:250 special education students
  - 1:125 medically fragile students

Respectfully Submitted,



Veronica C. García, Ed.D.  
Secretary of Education  
NM Public Education Department



Scott D. Hughes, Ph.D.  
Director  
NM Office of Education Accountability

Attachments: School Counselor and School Nurse Shortages Work Group  
Who are School Counselor  
Role of the School Nurse

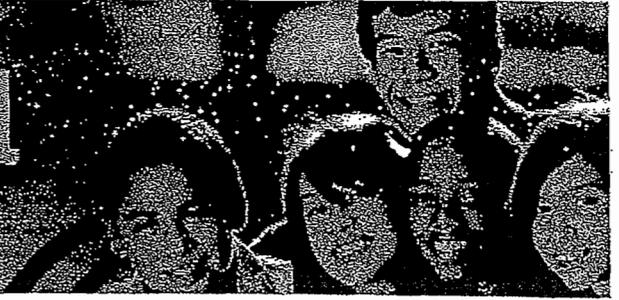
cc: Legislative Education Study Committee  
Dr. Peter Winograd, Office of the Governor  
Dr. Catherine Cross Maple, Deputy Cabinet Secretary  
Dr. Kristine M. Meurer, Director, School and Family Support Bureau  
HJM 3 Work Group

## **ATTACHMENT A**

### **School Counselor and School Nurse Shortage Work Group**

- Dr. William O. Blair, Assistant Director, School and Family Support Bureau, NM Public Education Department
- Jessa Bunker, Educational Coordinator, ENLACE New Mexico
- Cheri Dotson, Lead Nurse, Santa Fe Public Schools; NM School Nurses Association
- Georgia Glasgow, Medicaid School Based Services Coordinator/School Nurse Consultant, School & Family Support Bureau, NM Public Education Department
- Rolletta Sue Gronewold, Deputy Director, Special Education Bureau, NM Public Education Department
- Dr. Scott D. Hughes, Director, Office of Education Accountability, NM Department of Finance and Administration
- Maria Jaramillo, Program and Related Services Coordinator, Central Region Educational Cooperative
- Royceann Storey LaFayette, Counselor, Belen Consolidated Schools; Government Chair, NM School Counselors Association
- Richard LaPan, Senior Policy Analyst, Office of Education Accountability, NM Department of Finance and Administration
- Dr. Melissa W. Lomax, Bureau Chief, Career Technical & Workforce Education, NM Public Education Department
- Dr. Kristine M. Meurer, Director, School & Family Support Bureau, NM Public Education Department
- Diana Montoya-Boyer, Community Relations Manager, ENLACE New Mexico
- Laura Owen, Counseling Manager, Albuquerque Public Schools; Counseling Director/District Coordinator Vice-President, NM School Counselors Association
- Dr. Ronald Reid, Director/Native American Liaison, NM Department of Health
- Joanie Roybal, Education Administrator, Special Education Bureau, NM Public Education Department
- Dr. Lori Sanchez, LPC, NCC, Director of Student Development, Bosque School; President-Elect, NM School Counselors Association
- Linda Siegle, Lobbyist, NM School Nurses Association & NM Occupational Therapists Association
- Freida Trujillo, Resource Counselor, Albuquerque Public Schools; Past President & current Middle School VP, NM School Counselors Association
- Betty Whiton, Counselor, Albuquerque Public Schools; Government Chair, NM School Counselors Association

# Who Are School Counselors?



School counselors, referred to as “guidance counselors” in the past, help every student improve academic achievement, personal and social development, and career planning. School counselors in the 21<sup>st</sup> century are highly trained educators in pre K—12 settings who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counseling programs that promote and enhance student success.

## School Counselor Qualifications

School counselors are certified or licensed professionals who possess a master’s degree or higher in school counseling, or a substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. School counselors are required by most public school systems to successfully complete advanced-degree coursework in the following topics:

- Human growth and development
- Counseling theory
- Individual counseling
- Group counseling
- Social and cultural foundations
- Testing and assessment
- Research and program evaluation
- Professional orientation
- Career development

School counselors also are required to complete a practicum and internship supervised by a certified school counselor in a school setting.

## What Do School Counselors Do?

School counselors address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community. School counseling programs exhibit the following characteristics:

**Foundational mission and goals.** School counselors design, implement, and maintain guidance programs that align with the educational mission and philosophies of their schools and school districts. These programs help every student develop competencies in academic achievement, personal and social development, and career planning.

**Delivery methods.** School counselors follow a comprehensive guidance curriculum to work with students in individual, small group and classroom settings. School counselors help students create an academic plan for their education to prepare for successful careers after graduation and help students develop the necessary skills, such as organizational, time-management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, as well as developmental issues typical in childhood and adolescence.

**Program management.** School counselors manage their programs just as teachers manage their curriculum. They collaborate with administrators and other educators to ensure that the school counseling program helps fulfill the mission of the school by setting annual goals and putting mechanisms in place to facilitate the successful and effective delivery of the school

counseling program.

**Accountability.** School counselors hold their programs accountable for student achievement by monitoring student progress to ensure that the school counseling program meets its desired goals and objectives. School counselors collect, analyze and present statistics about grades, test scores, attendance and disciplinary records, and other information to make data-based and data-driven decisions about the school counseling program.

“The responsibilities of school counselors have increased tremendously over the years. School counselors are an integral part of the whole school community working to help children, teachers and other school personnel and parents. School counselors help children face challenges, tough classes, peer pressure, friendship problems, depression and more — all that can be roadblocks to future success.”

— *Angela Reformato, a school counselor in New York*

## How Do School Counselors Impact Student Achievement?

Numerous research studies show that school counselors, implementing a comprehensive school counseling program, can serve a vital role in maximizing student achievement.

A research study of Florida students in 5<sup>th</sup> through 9<sup>th</sup> grades found that students in schools with a comprehensive guidance program scored significantly better on state’s standardized test for reading and math.

— *Does Implementing a Research-based School Counseling Curriculum Enhance Student Achievement? (Center for School Counseling Outcome Research, 2004)*

School counselors provide solutions to help curb rates of school failure and dropout by addressing broader contexts that include personal, social, emotional, and career development.

*—An Investigation of a Model of Academic Motivation for School Counseling, M. Scheel and J. Gonzalez, Professional School Counseling, October 2007.*

School counselors are in a key position to assist schools in their education reform mandates to reduce the achievement gap among low income and minority children.

*—Fostering Educational Resilience and Achievement in Urban Schools Through School-Family Community Partnerships, J. Bryan, Professional School Counseling, February 2005.*

In working with at-risk youth, a 2004 study of middle school students in Baltimore County showed that school counselors helped increase academic achievement, raise career awareness, and improve overall student self-efficacy.

*—Impact of Career Intervention on At-Risk Middle School Students' Career Maturity Levels, Academic Achievement, and Self-Esteem, H.L. Legum, and C. Hoare, Professional School Counseling, December 2004.*

School counselors, because of their unique training and responsibility, have an influential role of helping students become more engaged in the academic and social arenas within the school.

*—The Multidimensionality of School Engagement and Math Achievement Among Racial Groups, D. T. Sciarra, and H. J. Seirup, Professional School Counseling, April 2008.*

The school counselor is an integral system support for the school-family-community relationship that meet the personal/social, academic, and career needs of a large number of students through collaboration, coordination, and consultation with school and community stakeholders.

*—An Examination of School Counselor Involvement in School-Family-Community Partnerships, J. Bryan, C. Holcomb-McCoy, Professional School Counseling, June 2007.*



AMERICAN COUNSELING  
ASSOCIATION

**American Counseling Association**  
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This publication was developed through the collaborative efforts of ACA, ASCA, and NEA.

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## ATTACHMENT C

Source: <http://www.nasn.org/Default.aspx?tabid=279>



# *National Association of School Nurses*

## ISSUE BRIEF

### *School Health Nursing Services Role in Health Care*

#### ROLE OF THE SCHOOL NURSE

##### INTRODUCTION

The practice of school nursing began in the United States on October 1, 1902 when the initial role of the school nurse was to reduce absenteeism by intervening with students and families regarding health care needs related to communicable diseases. While the nurse's role has expanded greatly from its original focus, the essence of the practice remains the same. The school nurse supports student success by providing health care assessment, intervention, and follow-up for all children within the school setting.

##### BACKGROUND

In 1999, the National Association of School Nurses Board of Directors defined school nursing as:

A specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning.

Inherent in this definition is the framework that school nurses engage in professional nursing practice, use the nursing process for decision-making, document the care they provide, and assure confidentiality. Professional nurses address the physical, mental, emotional, and social health of their clients. In addition, professional school nurses have as the ultimate outcome of their practice, the support of student success in the learning process. In this context the school nurse provides services to the entire school population, which may include infants, toddlers, pre-schoolers, children with special needs, traditional school populations, and, to a limited degree, adults within the school community.

##### ROLE OF THE SCHOOL NURSE

Seven roles of the school nurse have evolved from this definition.

##### **The school nurse provides direct health care to students and staff.**

The school nurse provides care to students and staff who have been injured or who present with acute illnesses. Care may involve treatment of health problems within the scope of nursing practice, communication with parents for treatment, and referral to other providers. The school nurse uses the nursing process to assess, plan, implement, and evaluate care for students with chronic health conditions. This care should begin with the development of a nursing care plan (also known as an individualized health care plan) that should include an emergency action plan. The school nurse is responsible for medication administration and the performance of health care procedures that are within

the scope of nursing practice and are ordered by an appropriately licensed health care provider. The school nurse also assists faculty and staff in monitoring chronic health conditions. As the scope of nursing practice expands to utilize the increasingly complex technology needed to provide up-to-date care for clients, the school nurse's body of knowledge grows through personal professional development.

**The school nurse provides leadership for the provision of health services.**

In addition to providing health services directly, the school nurse must take into account the nature of the school environment, including available resources. As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for assuring that health needs are met. This leadership role includes developing a plan for responding to emergencies and disasters and training staff to respond appropriately. It also involves the appropriate delegation of care within applicable laws. Delegation to others involves initial assessment, training, competency validation, supervision, and evaluation by the school nurse.

**The school nurse provides screening and referral for health conditions.**

In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse often engages in screening activities. Screening activities may include vision, hearing, postural, body mass index, or other screening. Determination of which screenings should be performed is based on several factors, including legal obligations, the validity of the screening test, the cost-effectiveness of the screening program, and the availability of resources to assure referral and follow-up.

**The school nurse promotes a healthy school environment.**

The school nurse provides for the physical and emotional safety of the school community. The school nurse monitors immunizations, assures appropriate exclusion from and re-entry into school, and reports communicable diseases as required by law. The school nurse provides leadership to the school in implementing precautions for blood borne pathogens and other infectious diseases. The school nurse also assesses the physical environment of the school and takes actions to improve health and safety. Such activities may include an assessment of the playground, indoor air quality evaluation, or a review of patterns of illness or injury to determine a source of concern. Additionally, the school nurse addresses the emotional environment of the school to decrease conditions that may lead to bullying and violence and/or an environment not conducive to optimal mental health and learning.

**The school nurse promotes health.**

The school nurse provides health education by providing health information directly to individual students, groups of students, or classes or by providing guidance about the health education curriculum, encouraging comprehensive, sequential, and age appropriate information. They may also provide programs to staff, families, and the community on health topics. Other health promotion activities may include health fairs for students, families, or staff, consultation with other school staff such as food service personnel or physical education teachers regarding healthy lifestyles, and staff wellness programs. The school nurse is a member of the coordinated school health team that promotes the health and well-being of school members through collaborative efforts.

**The school nurse serves in a leadership role for health policies and programs.**

As the health care expert within the school system, the school nurse takes a leadership role in the development and evaluation of school health policies. The school nurse participates in and provides leadership to coordinated school health programs, crises/disaster management teams, and school health advisory councils. The school nurse promotes nursing as a career by discussions with students as appropriate, role modeling, and serving as a preceptor for student nurses or as a mentor for others beginning school nursing practice. Additionally, the school nurse participates in measuring outcomes or research, as appropriate, to advance the profession and advocates for programs and policies that positively affect the health of students or impact the profession of school nursing.

**The school nurse serves as a liaison between school personnel, family, community, and health care providers.**

The school nurse participates as the health expert on Individualized Education Plan and 504 teams and on student and family assistance teams. As case manager, the nurse communicates with the family through telephone calls, assures them with written communication and home visits as needed, and serves as a representative of the school community. The school nurse also communicates with

community health providers and community health care agencies while ensuring appropriate confidentiality, develops community partnerships, and serves on community coalitions to promote the health of the community.

The school nurse may take on additional roles to meet the needs of the school community.

## **CONCLUSION**

Healthy children are successful learners. The school nurse has a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process.

## **REFERENCES**

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