

The logo consists of a large yellow diamond shape. Inside the diamond, the text "ECHO IDAHO" is written in white, bold, sans-serif capital letters, slanted upwards from left to right. Below this, a grey diagonal band runs from the bottom-left to the top-right, containing the text "K12 School Nurses" in white, sans-serif capital letters, also slanted upwards.

ECHO IDAHO

K12 School Nurses

Effective Care Coordination and Health Plan Communication

10/8/25

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Learning Objectives

- Attendees will understand care coordination within the school nursing scope and standards of practice using the National Association School Nursing (NASN) Framework.
- Attendees will articulate the school nurse role in collaboration with community health partners to develop specific health plans for individual students focusing on removal of the health barrier and advancing academic success (individual).
- Attendees will articulate the school nurse role in collaboration and coordination of overall health and learning (systems).

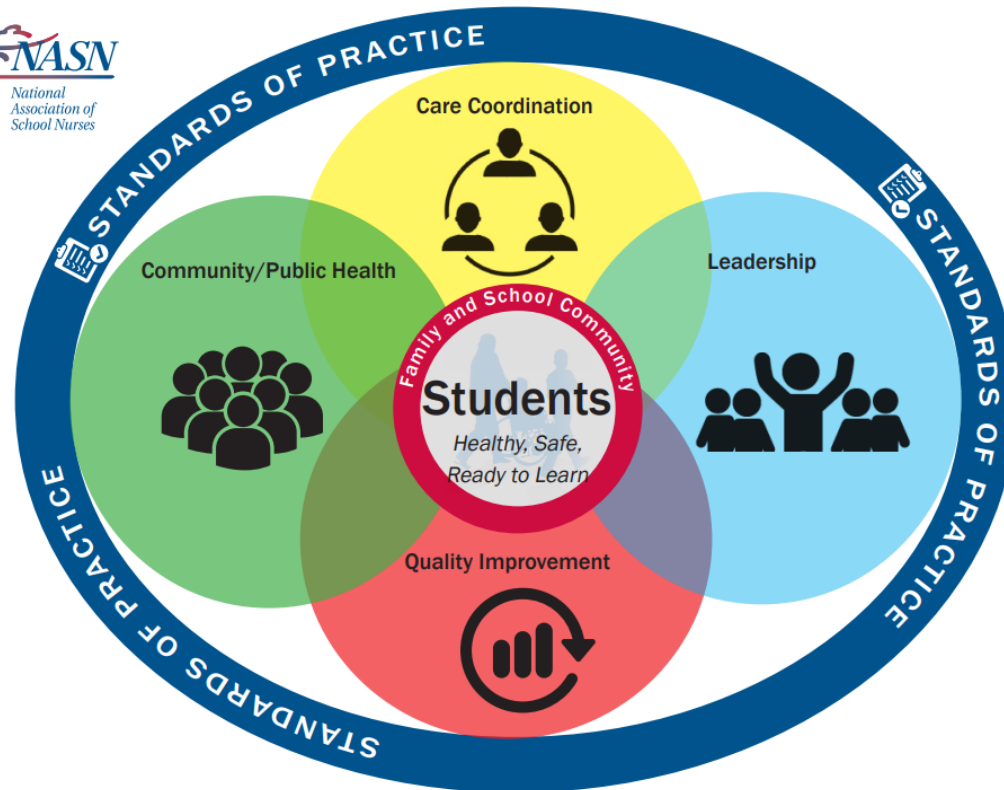
School Nursing

School Nursing care and practice occurs in the PreK through 12 educational setting, functions as the solo healthcare practitioner, rarely with physician oversight, **integrating health and education laws, regulations and policies**, with the goal to **advance student educational success**.

NASN Scope & Standards of Practice – 4th edition

Framework for Nursing Practice

Framework for 21st Century School Nursing Practice™



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BETTER HEALTH. BETTER LEARNING.™

Rev. 10/2021

School Nursing – Care Coordination Practice Components

Framework for 21st Century School Nursing Practice™

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination*, *Leadership*, *Quality Improvement*, and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.



ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

Students are Healthy Safe and Ready to Learn



Framework Principle – Care Coordination



Standard 5A. Coordination of Care Competencies

5A.1 **Coordinates** creation & Implementation of plan(s).

5A.2 Provides care **coordination** among **all** members of the student interprofessional **education team** and **healthcare team**, including parents/guardians.

5A.3 Manages the students care and promotes developmentally appropriate independence to reach mutually agreed upon student-centered outcomes.

5A.4 **Communicates** with student, family, stakeholders, interprofessional team, community-based resources to effect safe transitions in continuity of care.

5A.6 Establishes the expectation of dignified, culturally congruent, developmentally appropriate, **student-centered**, and holistic care by the interprofessional team.

5A.7 **Documents Coordination of Care**

5A.8 Incorporates the **individualized healthcare plan** into the student's educational day and school-sponsored activities.



5A. Coordination of Care Competencies cont'd

5A.9A Manages identified populations with specified care needs.

5A.10A. Coordinates education and healthcare systems and community resources that enhance delivery of care across settings and situations.

5A. 11A. Synthesizes data and information to identify gaps in services and to support and provide necessary system and community interventions including modifications of school environments.



Code of Ethics - Provisions

Provision 1.

Standard Competencies 5A. School Nurses ...collaborate with their educational colleagues to facilitate student health planning with the classroom in mind.

Provision 2.

School Nurses work with educational institutions to define and implement professional standards of practice and development of school health policy to meet the needs of the school community.

Provision 3.

School nurses support transition in planning as students navigate multiple transitions... (classroom to classroom, school to school, between levels and from **inpatient to school**)



Code of Ethics - Provisions

Provisions 4.

The nurse has the authority, accountability, and responsibility for nursing practice and takes actions consistent with the obligation to promote health and provide optimal (student) care....Must understand standards of practice.

Provision 5.

School nurses are lifelong learners and engage is personnel and professional integrity.

Provision 6.

School nurses have a positive impact in quality of care via collaborative decision making to implement professional standards of nursing care in the educational environment.



Code of Ethics - Provisions

Provision 7.

School nurses utilize available evidence in developing health programs and individualized plans of care and interventions.

Provision 8.

School nurses collaborate with other health providers to reduce health disparities in the educational setting.

Provision 9.

Engagement with professional associations (NASN) allows the school nurse to work collaboratively to ensure evidence-based practice...focused on student education.



School Nurses must have the skills to communicate within both the healthcare and educational arenas and the requisite knowledge and skills to interpret applicable laws, regulations, and professional standards.

NASN Scope and Standards of Practice

School Nursing Improved Academic Achievement

**Intentional
Scheduling**

**Removal of Health Barriers
regardless of condition**

**Improved
Self-Care**

**Minimize Loss
Instructional
Time**

**Improve
Attendance**

Removal of Health Barriers



No individualized Health Plan. No Coordination of Care.



Blanket Health Plan and may include some individualized nursing interventions.



Care Coordination with both educators and health team to create individualized health plan, appropriate for the specific student and the specific school setting.

School Nursing

‘...Professionals in the school setting with education, expertise, and experience to design plans to mitigate health related barriers to learning.., provide for continuity of care, prioritize needs, facilitate accessibility for students with disabilities, and address other barriers..’

NASN Scope & Standards of Practice – 4th edition

Key Points – Develop relationships and communicate

- Attendees will understand care coordination within the school nursing scope and standards of practice using the National Association School Nursing (NASN) Framework.
- Attendees will articulate the school nurse role in collaboration and coordination of health and learning.
- Attendees will articulate the school nurse role in collaboration with community health partners to develop individualized health plans for students focusing on removal of the health barrier and advancing academic success. Communicate with health provider at least once/year (onset) about the individual student.

I am the school nurse and am here to ensure Johnny's <insert health condition> is effectively managed while he is at school. He will be in class and learning just like his peers. Also, Johnny is with us everyday, six hours/day, and therefore we have valuable insights into what may be working or not working with his medical plan in the educational environment and how we may tweak the medical interventions to best suite Johnny.

References

- National Association of School Nurses Scope & Standards of Practice 4th edition.

Standards of Practice

Role of the School Nurse

Mental Health & Trauma Informed Care

Emergency Response : Overdose and Severe Allergies

Emergency Response: Stabilizing Injuries and Seizures
Disorders

Immunization Compliance

Legislative Update

Developing a Health Plan for Diabetes

Participate in IEP and 504

Standards of Practice - Role of the School Nurse in coordination of care

Developing a Health Plan for a particular student with Diabetes in a particular setting

Participate in IEP and 504's with the intent of implementing meaningful academic accommodations specific to the student.

School Nursing

- Assessment of individual & population needs
- Identification & mitigation of barriers to learning
- Health promotion
- Physical & behavioral/mental health support
- Accommodations for children with specialized health needs
- Disaster of crisis prevention, mitigation, recovery and/or planning
- Quality improvement
- Transitions, crisis intervention and societal change
- Advocacy for students, equity and a healthy school environment

NASN Scope & Standards of Practice – 4th edition