

***RUTLAND CITY PUBLIC SCHOOLS
RUTLAND, VERMONT***

***EVALUATION HANDBOOK
FOR SCHOOL – NURSE***

AUGUST, 2022

Revised 2010

Administrative Cabinet Members 2022-2023

Bill Olsen	Superintendent Longfellow Building	786-1998 william.olsen@rcpsvt.org
Robert Bliss	Assistant Superintendent Longfellow Building	786-1942 rbliss@rcpsvt.org
Ted Plemenos	Chief Financial Officer Longfellow Building	786-1949 ted.plemenos@rcpsvt.org
Pam Reed	Director of Equity & Inclusion Longfellow Building	786-1926 pam.reed@rcpsvt.org
Patricia Aigner	Director of Instructional Technology Longfellow Building	786-1957 patricia.aigner@rcpsvt.org
Carol Baker	Fine Arts Supervisor District	786-1795 carol.baker@rcpsvt.org
Greg Schillinger	Principal Rutland High School	770-1425 greg.schillinger@rcpsvt.org
Stephen Sampson	Assistant Principal Rutland High School	770-1073 steve.sampson@rcpsvt.org
Jennifer Wigmore	Assistant Principal Rutland High School	770-1146 jennifer.wigmore@rcpsvt.org
Bianca McKeen	Assistant Principal Rutland High School	770-1188 bianca.mckeen@rcpsvt.org
Scott Corbett	Program Director Allen Street Campus	770-1239 scott.corbett@rcpsvt.org
Melissa Connor	Director Stafford Technical Center	770-1030 melissa.connor@rcpsvt.org
Kate Bosnich	Assistant Director Stafford Technical Center	770-1035 kate.bosnich@rcpsvt.org
Pati Beaumont	Principal Rutland Middle School	786-1783 pati.peaumont@rcpsvt.org
Meaghan Marsh	Assistant Principal Rutland Middle School	786-1787 meaghan.marsh@rcpsvt.org
Abby Bennett	Director of Student Engagement Rutland Middle School	786-1898 abby.bennett@rcpsvt.org
Kerry Coarse	Principal Rutland Intermediate School	786-1786 kerry.coarse@rcpsvt.org
Megean Martin	Assistant Principal Rutland Intermediate School	786-1836 megean.martin@rcpsvt.org
Justine Ruhlin	Assistant Principal Rutland Intermediate School	786-1840 justine.ruhlin@rcpsvt.org
Susanne Engels	Principal Northeast Elementary School	786-1717 susanne.engels@rcpsvt.org
Christy Coloutti	Principal Northwest Elementary School/PPLC	786-1777 christy.coloutti@rcpsvt.org
Glenn Scott	Director of Building, Grounds & Trans. Porter Place	770-1198 glenn.scott@rcpsvt.org
Jessica Henderson	Coordinator of Support Services Northwest/PPLC	786-1749 jessica.henderson@rcpsvt.org
Sharon Napolitano	Coordinator of Support Services Northeast	786-1724 sharon.napolitano@rcpsvt.org
Marie Gilmond	Director of Rutland County Tapestry Longfellow Building	786-1935 marie.gilmond@rcpsvt.org

GREAT EXPECTATIONS

The extended family, which comprises the Rutland City Schools, believes that:

- a positive and productive school experience should be created and maintained by the essential collaboration of our school community: students, parents, teachers, administrators, other school staff, school board members and the community at large; and
- the academic achievement and personal conduct of our students should rise to the highest level of our great expectations for their success; and
- all of the members of our school community should be lifelong learners who aspire to be informed and contributing citizens.

Therefore, our mission is to maximize the intellectual, creative, physical, emotional and social development of our students.

We Pledge to provide a:

- **safe, orderly, disciplined, healthy environment most conducive to teaching and learning;**
- **school climate of mutual respect and dignity;**
- **comprehensive academic and co curricular program which meets the needs of our graduates as they prepare for the varied challenges of the 21st century;**
- **regular practice of open communication and involvement in school activities;**
- **focus on Great Expectations for student achievement and personal conduct.**

We further pledge to treat all of the children in the Rutland City Public Schools as our own.

*Adopted March 30, 1999 by the
Rutland City Board of School Commissioners*

STATEMENT OF PURPOSE

The purpose of the Rutland City Public School's Evaluation and Professional Development Process is to establish a structure to improve teaching and learning by creating a comprehensive understanding of a teacher's work, by supporting professional development, and by assuring accountability.

Improving teaching and learning begins with the recognition that teaching is a complex process, aspects of which can be studied, understood, and described in terms of categories, indicators, and attributes of effectiveness.

It is on the basis of these indicators of effective teaching that the teacher's professional skills are assessed and evaluated utilizing a variety of data sources. These include classroom observations, conferences, and analyses of student work and written teacher work.

The intended outcomes of the process include:

- fostering continuous self-examination of professional skills
- fostering professional growth
- commending professional achievement
- providing a rational and reliable basis for making recommendations for the improvement of professional practice and instruction
- providing a basis for making employment decisions as needed

In the context of supervision and evaluation, a major role of the supervisor is to provide focus and feedback for the teacher about performance issues, to support and stimulate the teacher's thinking about instructional decisions and professional practice, and to provide direction regarding program implementation and goals. The supervisor may also identify that certain specific areas for improvement be addressed as priorities through the teacher's professional development plan. A supervision and evaluation process is most productive when both collaboration and respect exist between the teacher and supervisor.

Professional development occurs in a variety of ways. Formal courses, mentoring, collegial dialogue, personal assessment and reflections, among others, are the means teachers use to realize continuous improvement in the quality of teaching and learning. Central to any professional development are clearly set goals, compelling models of improved practice, deeper understanding of the rationale for improvement, opportunities for practice, problem solving and feedback.

TIMELINE

Year 1

Comprehensive Evaluation

Mid-Year Report December 15

Final Evaluation May 15 (new)
June 1 (veteran)

Observation completed by:

December 1

April 1

Year 2

Professional Development

PD Plan Due October 1

PD Report Due May 1

Year 3

Focused Growth

FG Report Due FG Plan Due October 1
June 1

THREE-YEAR EVALUATION CYCLE

Year One: Comprehensive Evaluation

The purpose of the comprehensive evaluation is to assess the Nurse's professional skills on all categories and indicators of the effective delivery of Health Services. The evaluation will be based on data that include the following:

- Two formal observations at the clinical site.
- Assessment of school nurse's organizational and management skills.
- Observation of the interaction between the nurse, students, parents and staff
- Information provided by the nurse regarding work performance, health care services, health education delivery if applicable. (Responsibilities and schedules, etc.)

The end-of-year evaluation will be in narrative form. Narrative descriptions and conclusions must be supported by evidence.

Year Two: Professional Development

At the end of the evaluation year, the nurse, in consultation with the supervisor, will develop professional development goals for the next year. The focus of these goals set in the spring conference should take into account the needs of the nurse, school health care program, school and district. At the end of the professional development year, the nurse will complete the Professional Development Report, which will be submitted to the supervisor and included in personnel files.

Year Three: Focused Growth

The purpose of the third year of the evaluation cycle is to focus the efforts of the nurse and supervisor on particular categories and/or indicators of effectiveness of the school health care system. The nurse and supervisor at the end of year 2 or prior to October 1 of year 3 will determine these collaboratively. At the end of year 3, the school nurse will complete the Focused Growth Report, which will be submitted to the supervisor and included in personnel files. In collaboration/conference with the supervisor this report will form the basis of goal setting for the Comprehensive Evaluation that will follow Year 1.

Alternative to the Three-Year Evaluation Cycle

If the supervisor, at any time during the three-year evaluation cycle, determines the nurse needs significant improvement, the school nurse will be placed on a Plan of Assistance.

CATEGORIES, INDICATORS, AND ATTRIBUTES OF EFFECTIVE NURSING

Overview

The Categories characterize the broad arenas of the work of a school nurse.

The Indicators are the necessary areas of knowledge and performance that mark effective teaching and health services. These Indicators are the criteria by which nurses assess their work and the criteria by which they are evaluated by supervisors.

The Attributes of effective teaching are examples of ways a nurse can realize each Indicator of effective practice. They are provided for those occasions when a nurse or supervisor needs or wants further explication of specific characteristics or qualities of an Indicator. Gleaned from the wisdom of practice and the indications of research, the Attributes represent qualities that underlie effective nursing practices.

Categories, Indicators, and Attributes are listed without regard to priority order. Attributes have been placed where they seem to be of the greatest value in describing most teaching situations.

CATEGORIES FOR

EVALUATION AND PROFESSIONAL DEVELOPMENT

- I. Professional Skill of the School Nurse**
- II. Delivery of Student Health Care Program**
- III. Management of and Organization of the Nursing Office Environment**
- IV. Assessment of Student Health Care Statistical Data**
- V. Involvement in Health Education**
- VI. Professional Responsibilities**

CATEGORIES AND INDICATORS OF EFFECTIVE NURSING

I. PROFESSIONAL SKILLS OF THE SCHOOL NURSE

- A. The nurse is up-to-date regarding nursing techniques, first aid, is CPR Certified and participates in In-service Education and Professional Development.
- B. The nurse meets the requirements listed in the Job Description

II. DELIVERY OF STUDENT HEALTH CARE PROGRAM

- A. Provider of student health care
 - a) Provides *mandated and recommended screening programs:
 - i. *Vision screening and retests
 - ii. *Hearing screening and retests
 - iii. *Immunization audit and reports
 - iv. Scoliosis screening
 - v. Pediculosis
 - vi. Determining Student Access to Medical and Dental Providers
 - b) Determines health care needs of the students within the school and develops a health care plan.
 - c) Interprets the health and developmental assessments to parents, teachers, administrators, and other appropriate professionals.
 - d) Provides communicable disease control procedures and advises administration and parents regarding school exclusion and re-admittance, and may arrange transportation when appropriate.
 - e) Provides appropriate assessment and care for the students with special health care needs.

III. MANAGEMENT OF AND ORGANIZATION OF THE NURSING OFFICE ENVIRONMENT

- A. Plans and Coordinates Student Health Care
 - a) Complies and maintains appropriate statistical information
School:
 - Immunization
 - Student Health Records
 - Medication log
 - Accident report

- b) Provide and document training of delegated procedures
- c) Assists in formulating health policies

- d) Participates with administration in the process of evaluation and goals setting.
- e) Maintains professional competencies through in service educational activities and/or self selected professional growth activities.
- f) Promoter of a healthful school environment. Monitors, reports, and recommends changes for safety hazards and sanitary conditions in the school environment.

IV. ASSESSMENT OF STUDENT HEALTH CARE STATISTICAL DATA

- A. Complies with and maintains appropriate statistical information:
 - a) Daily Log
 - b) Immunization audits
 - c) Hearing and vision data
 - d) Blood pressure data
 - e) Scoliosis data
 - f) All necessary reports

V. INVOLVEMENT IN THE HEALTH EDUCATION

- A. Assist in planning curriculum for health education
- B. Act as a resource person and consultant for health education in the classroom setting.

VI. PROFESSIONAL RESPONSIBILITIES

- A. Resources for staff and community school program
 - a) Provide in service training for health related issues as indicated.
 - b) Use health services as a means of health teaching.
 - c) Provides staff and parent's information and counseling concerning individual student health problems, including the participation in staffing as needed.
 - d) Provide staff and parents with information on current health practices and problems, including identifying and dealing with health problems, locating resources and maintenance of information displays, bulletin boards, etc.
 - e) Participate in Support Meetings and/or Student Protection-Assistance Teams
 - f) Assists in Health Policy Development, implementation and interpretations.
Assists with protocol and procedure writing that are appropriate to insure the safety of the school population.

RUTLAND CITY PUBLIC SCHOOLS

SCHOOL YEAR _____

Due Date: December 15
Optional

MID-YEAR EVALUATION REPORT

Nurse _____ **Date of Clinical Visits** _____

Supervisor _____ **Date of Conference** _____

School/Department _____ **Subject/Grade Level** _____

The Supervisor's comments shall include the following criteria for evaluation which are set forth in the "Categories for Evaluation and Professional Development." Supervisors may comment on some or all of the six categories, as needed.

- I. Professional Skill of the School Nurse**
- II. Delivery of Student Health Care Program**
- III. Management of and Organization of the Nursing Office Environment**
- IV. Assessment of Student Health Care Statistical Data**
- V. Involvement in Health Education**
- VI. Professional Responsibilities**

Commendations at Mid-Year, (Where applicable)

Supervisor's Concerns, Expectations, or Recommendations. (Where applicable)

Supervisor's Signature **Position** **Date**

Nurse's Signature **Date**

The signature of the Nurse acknowledges opportunity to review this material, not necessarily agreement with its content. The Nurse may attach a rebuttal if desired, retain one copy for your records, and return original to your administrator.

RUTLAND CITY PUBLIC SCHOOLS
Due Date: May 1 of Evaluation Year 2

SCHOOL YEAR _____

PROFESSIONAL DEVELOPMENT REPORT
(Use one page for each goal)

Nurse _____ **Position** _____

Goal:

This goal has been: _____ **Met or surpassed** _____ **Partially attained** _____ **Not attained**

Comments:

Nurse's Signature **Date**

Supervisor's Signature **Date Received**

RUTLAND CITY PUBLIC SCHOOLS
DUE DATE: Oct. 1 of Evaluation Year 2&3

SCHOOL YEAR _____

PROFESSIONAL DEVELOPMENT REFLECTION
(Use one page for each goal)

Goal:

This goal has been: _____ **Met or surpassed** _____ **Partially attained** _____ **Not attained**

NURSE REFLECTION:

ADMINISTRATOR COMMENTS:

Nurse's Signature

Date

Supervisor's Signature

Date Received