



HEALTH AND STUDENT SERVICES



HS.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
<p>Collect and share information in a professional and efficient manner.</p> <ul style="list-style-type: none"> understand and follow oral and written directions inform parents/guardians of required medical documents (e.g., immunizations, physicals, release for participation in sports, etc.) provide requested and necessary information to students, parents/guardians, staff, visitors, and community regarding community resources and available services to address student and parent/guardian needs share accurate information in a timely fashion <p>Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. ^{RM}</p> <ul style="list-style-type: none"> operate the school intercom systems and make announcements in a clear and pleasant voice arrange appointments and maintain health office schedule/calendar for student and parent/guardian services access and respond to emails, texts, and other required formats report factually and promptly any unusual situations or events to administration or designee attend required staff meetings and trainings <p>Continued on next page ...</p>	<p>Manage information important to creating a safe learning environment.</p> <ul style="list-style-type: none"> coordinate dissemination of information about health services and expectations for attendance write emails, texts, and reports as required by job duties that are clear and grammatically correct provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community pertaining to health issues and precautions for seasonal viruses assist supervisor or designee in handling interruptions, asking clarifying questions to determine immediacy of need serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes participate in professional learning concerning effective communication discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner <p>Continued on next page ...</p>	<p>Be responsible for critical worksite/district communications. ^L</p> <ul style="list-style-type: none"> call for assistance, as needed, giving clear details about medical, security, or other emergencies de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications handle difficult conversations with calm a demeanor work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., vaccination program, public health crisis, communicable disease outbreak, etc.) deliver information to staff during meetings in the absence of administrator or designee maintain positive internal communication system, ensuring instructional and support staff are kept informed of needed information without breaching confidentiality write and compile reports, grant proposals, and other important documents <p>Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. ^M</p> <ul style="list-style-type: none"> review written communications for qualities of professionalism, cultural sensitivity, and clarity guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement train other health service staff in communication expectations and procedures stay current and share best practices relating to communication strategies <p>Recommend areas for improvement in communications. ^L</p> <ul style="list-style-type: none"> research and suggest software applications/devices serve on committee or work group gathered to improve communication quality and processes

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

HS.1. Communication Standard (continued)

Foundational	Proficient	Advanced/Mastery
<p>Engage students, parents/guardians, staff, visitors, and community politely and positively.</p> <ul style="list-style-type: none"> ◦ greet visitors to the health office in person or via phone with a smile and pleasant tone ◦ share and reinforce expectations for positive school-wide behavior (e.g., be safe by washing your hands frequently; be responsible by coming to nurse for daily medication at scheduled times; be respectful by covering your mouth when you cough, etc.) ◦ seek to understand the needs of students, parents/guardians, staff, visitors, and community using health services by asking clarifying questions and paraphrasing responses to confirm understanding of requests ◦ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings) ◦ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community 	<p>Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none"> ◦ explain and reinforce school/district expectations for a positive learning environment ◦ research and provide comprehensive and accurate information pertaining to school/community health ◦ reach out and meet community service providers ◦ facilitate transfer of information between school site/program and outside agencies and districts, observing procedures for sharing medical data ◦ know when and how to intervene in escalating situations (e.g., tone of voice, proximity, stance, safe restraint, etc.) ◦ use language that reinforces the positive academic and social expectations to increase appropriate school behavior ◦ use corrective feedback to discourage inappropriate behavior and respect the individual 	

HS.2. Cultural Competence Standard: ability to examine one’s own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
<p>Recognize differences among and across groups of people.</p> <ul style="list-style-type: none"> understand social construction resulting in stratification of groups of people identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment) know district policies regarding bullying and harassment/sexual harassment of students and/or staff <p>Recognize one’s reaction to individuals or groups who are different from oneself. ^{RM}</p> <ul style="list-style-type: none"> aware of personal implicit and explicit biases manage personal reactions to difference and expand ability to work with others <p>Build relationships of mutual respect and seek to understand diverse perspectives. ^{RM}</p> <ul style="list-style-type: none"> accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values speak clearly and with a friendly, courteous tone <p>Acknowledge the value of speaking multiple languages.</p> <ul style="list-style-type: none"> learn key phrases in language of students, parents/guardians, staff, visitors, and community provide school health documents in home language of students, parents/guardians, staff, visitors, and community post signage and health notices in multiple languages 	<p>Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students’ strengths.</p> <ul style="list-style-type: none"> recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity acknowledge power imbalance occurs when one group’s identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so) <p>Understand how one’s own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. ^{RM}</p> <ul style="list-style-type: none"> reflect on own racial, social class, gender experiences to identify generalized social norms and expectations reflect on how worksite/district policies and practices match or are different from own experiences and expectations <p>Work collaboratively with members of racially and culturally diverse groups. ^L</p> <ul style="list-style-type: none"> use racial consciousness and cross-cultural understanding to communicate effectively provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community participate in activities with interracial and cross-cultural groups in school and in the larger community <p>Continued on next page ...</p>	<p>Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. ^L</p> <ul style="list-style-type: none"> participate in school/district equity activities participate on school/district’s racial justice and equity teams lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community review school/district policies and practices for equity and cultural responsiveness, and recommend changes share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions <p>Use one’s own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. ^{M,L}</p> <ul style="list-style-type: none"> engage in racial and cross-cultural dialogue with students in settings outside the classroom process racial and cross-cultural events with mentee(s) <p>Identify the need for additional cultural competence training and seek those resources. ^L</p> <ul style="list-style-type: none"> assess information on racial-identity development review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community understand historical development of access to education by race, class, gender, disability, etc. in the United States acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community increase literacy (i.e., listening, speaking, reading, writing) in additional languages

HS.2. Cultural Competence Standard (continued)

Foundational	Proficient	Advanced/Mastery
	<p>Understand the impact of racial and cultural differences in educational and work environments.</p> <ul style="list-style-type: none">◦ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed◦ apply cross-cultural communication and sensitivity knowledge (e.g., different ways of showing respect, cultural/religious health practices, share personal or health information, etc.) <p>Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. ^{RM}</p> <ul style="list-style-type: none">◦ express awareness of own implicit and explicit biases◦ ask questions to determine if missing perspectives have been sought and included in decisions◦ use protocols and skills in cross-cultural and interracial interactions	

HS.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
<p>Follow procedures for collecting, managing, and maintaining information needed for job duties.</p> <ul style="list-style-type: none"> ◦ daily logs of individuals served in the health office ◦ information on potential community partners and health services ◦ appointment schedules <p>Manage work duties effectively within time allotted/allocated.</p> <ul style="list-style-type: none"> ◦ enter data in log or database daily ◦ update student records <p>Follow directions and recommended operating procedures for job-related equipment.</p> <ul style="list-style-type: none"> ◦ maintain clear and clean work area (e.g., clean area and equipment, as needed, after individual has been seen in the health office) 	<p>Maintain ready access to information and equipment necessary for job duties, including notifications and updates.</p> <ul style="list-style-type: none"> ◦ document creation, and electronic storage, retrieval, and archival of records related to student information ◦ schedule appointments and meetings to address student and parent/guardian needs ◦ agendas, minutes, bulletins, reports, school policies and procedures, etc. <p>Model efficient and effective workload management. ^{RM}</p> <ul style="list-style-type: none"> ◦ prepare needed materials in advance of screening ◦ activities that can be accomplished in-between scheduled appointments (e.g., filing, re-filling supplies, updating electronic records, etc.) ◦ input information daily during screening period in preparation for report at end of screening period <p>Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.</p> <ul style="list-style-type: none"> ◦ build community connections for wraparound services <p>Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.</p> <ul style="list-style-type: none"> ◦ vision and hearing equipment, thermometers, scales, etc. ◦ beds and linens 	<p>Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. ^L</p> <ul style="list-style-type: none"> ◦ electronic calendar or other scheduling system ◦ program or app for recording health office supplies and biohazard materials <p>Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements. ^L</p> <ul style="list-style-type: none"> ◦ scheduling of screenings to minimize loss of instruction time for students <p>Manage administrative, fiscal, and health facility functions responsibly. ^M</p> <ul style="list-style-type: none"> ◦ inventory management ◦ respond to department budget requirements <p>Manage or lead complex, multifaceted projects related to job duties. ^L</p> <ul style="list-style-type: none"> ◦ organize health-related events, screenings, or forums to include students, parents/guardians, staff, visitors, and community ◦ coordinate referrals to appropriate agencies ◦ foster collaboration with community partners <p>Mentor/coach others in developing or maintaining organization skills related to job duties. ^M</p> <ul style="list-style-type: none"> ◦ coordinate on-the-job training to maintain accurate and efficient recordkeeping and health office management ◦ restocking supply procedures

HS.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
<p>Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal).</p> <ul style="list-style-type: none"> ◦ rules and regulations as they relate to student health and safety ◦ mandated reporting ◦ school expectations for positive behavior, and continuum of responses for unexpected behavior <p>Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ all accidents or incidents, as required by school policy and state law ◦ bomb threats or other threats of violence ◦ identify and report a situation to the proper administrator, and document the situation ◦ understand the chain of command for reporting procedures <p>Maintain the necessary documentation for required agency and individual reports under direction of a certified school nurse (CSN).^{RM}</p> <ul style="list-style-type: none"> ◦ logs of health office visits and accident reports ◦ student behavior and incident reports ◦ student recognition for positive behavior ◦ incident reports of aggressive or self-injurious behavior ◦ deliveries, equipment, and inventory of supplies 	<p>Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff.</p> <ul style="list-style-type: none"> ◦ observe student demeanor and attitude changes over time based on knowledge of student ◦ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias <p>Clarify reporting procedures for others and assist in notifying proper authorities.^M</p> <ul style="list-style-type: none"> ◦ factual reporting using appropriate terminology ◦ proper use and submission of all forms and documents ◦ potential responses to reporting, and of legal obligations and proceedings that follow reporting ◦ know when to activate the chain of command <p>Represent the school/district in a professional manner when reporting all incidents.^{RM}</p> <ul style="list-style-type: none"> ◦ abide by protocols and confidentiality agreements ◦ assist in notifying proper authorities of concerning health trends or emergencies 	<p>Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements.^L</p> <ul style="list-style-type: none"> ◦ collect current reporting requirements ◦ organize information for presentation <p>Prepare required agency and individual reports and maintain all appropriate records.</p> <ul style="list-style-type: none"> ◦ health office visits ◦ incidences of infectious illnesses ◦ access rates of preventative health services <p>Mentor/coach others in documentation and reporting protocols.^M</p> <ul style="list-style-type: none"> ◦ student and adult behavior ◦ accidents or incidences at the worksite or during sponsored activities ◦ health and safety regulation violations

HS.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
<p>Contribute to the learning environment by nurturing positive ethical and moral practices. ^{RM}</p> <ul style="list-style-type: none"> ◦ be honest in dealing with lost items, reporting, and recordkeeping ◦ consider racial and cultural context when making ethical decisions ◦ be responsible for security items such as keys, radios, passcodes ◦ exercise self-control, discipline, and integrity ◦ use language appropriate to a learning environment ◦ maintain high-quality work ◦ focus on effective use of time ◦ use leave time in accordance with school/district policy <p>Know the laws, district policies, and procedures related to ethical behavior and confidentiality.</p> <ul style="list-style-type: none"> ◦ read and follow employee code of conduct/handbook ◦ read and follow Technology Acceptable Use Policy ◦ know and use the proper protocol to communicate and address concerns ◦ maintain confidentiality concerning student and staff health information <p>Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ know and participate in development of positive school culture to support a safe, inclusive learning environment ◦ know and follow protocols for positive engagement with parents/guardians and the community 	<p>Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ be responsible and accountable for individual performance and continually strive to demonstrate competence ◦ resolve problems and conflicts, including discipline, according to the law and school policy ◦ use institutional or professional resources and privileges only for job-related duties ◦ deal considerately and justly with students, parents/guardians, staff, visitors, and community ◦ consider biases in procedures and practices that compromise social justice when making ethical decisions <p>Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.</p> <ul style="list-style-type: none"> ◦ serve as an individual example of appropriate ethical conduct ◦ respond in a timely manner to feedback about personal performance and adapt accordingly ◦ be conscious of potential discriminatory practices based on a person’s disability, race, gender, cultural background, religion, or sexual orientation ◦ strive for quality in delivery of services ◦ participate in sense of collective responsibility for high-quality work and services <p>Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.</p> <ul style="list-style-type: none"> ◦ conduct conversations about students or other confidential matters privately ◦ keep details of confidential matters limited to those who need to support and provide service ◦ secure and protect documents from casual viewing ◦ inform appropriate personnel of breaches in confidentiality 	<p>Mentor/coach others in ethical conduct. ^M</p> <ul style="list-style-type: none"> ◦ update staff on new procedures and policies ◦ lead workshops or webinars on ethical behavior in educational settings <p>Lead others in ethical behavior. ^L</p> <ul style="list-style-type: none"> ◦ maintain high level of professional competence and integrity when exercising professional judgment ◦ observe, identify, and explain proper ethical conduct to students and staff ◦ respect the values and traditions of the diverse cultures represented in the school/district and community ◦ identify and report violations to the code of conduct ◦ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ◦ notice when policies, practices, or laws are harmful to individuals, groups, or the community ◦ consider the conflict between the value of obeying the law and the value of serving people ◦ stay informed about current social issues that differentially affect students, schools, and communities ◦ initiate action for social justice

HS.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
<p>Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.</p> <ul style="list-style-type: none"> ◦ basic Health Department regulations ◦ first aid certification, AED training, and blood-borne pathogen training <p>Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.</p> <ul style="list-style-type: none"> ◦ keep emergency plan in easily accessed location ◦ escort and direct students in health office at the time of emergency ◦ station oneself at designated location to direct emergency responders <p>Know worksite rules and policies for student and staff codes of conduct related to safety. ^{RM}</p> <ul style="list-style-type: none"> ◦ rules and regulations for dispensing medicine on campus ◦ areas of refuge ◦ fire drill, evacuations, and lockdown procedures <p>Make quick and accurate decisions in difficult situations.</p> <ul style="list-style-type: none"> ◦ know procedures for person with a knife or firearm ◦ call for ambulance/emergency support ◦ make appropriate staff aware of the situation <p>Maintain security and safety with regard to visitors in the building.</p> <ul style="list-style-type: none"> ◦ know sign-in procedures and parameters for visitors in the building or health office, (e.g., name badge visible, in permitted areas, observing school expectations, etc.) ◦ know procedures for stranger in the building/on campus <p>Continued on next page ...</p>	<p>Maintain valid safety and first aid/CPR/AED certificates as required by job duties.</p> <ul style="list-style-type: none"> ◦ register for first aid, CPR/AED certification classes every two years ◦ access refresher materials online annually ◦ know how to use epinephrine auto-injector for food or other severe allergic reactions <p>Remain current with any new policies/procedures that ensure the health and safety of students and staff.</p> <ul style="list-style-type: none"> ◦ know protocol for emergency contact ◦ know protocol for notifying appropriate agencies as situation requires ◦ know policies/procedures for reporting all accidents occurring on school grounds <p>Recognize behaviors that students may exhibit during emergency situations. ^L</p> <ul style="list-style-type: none"> ◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations ◦ implement protocol for students with a history of unpredictable or violent behavior <p>Display confidence and poise when making judgment calls during emergency drills or events. ^{RM}</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ use practiced, predetermined phrases for clarity under stress <p>Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.</p> <ul style="list-style-type: none"> ◦ share only needed information with emergency or other assisting staff 	<p>Participate on safety committees at the school, district, community, and/or state level. ^L</p> <ul style="list-style-type: none"> ◦ take note of action items ◦ contribute to discussion based on experience and knowledge of public health and safety ◦ serve as staff liaison <p>Advocate for positive changes that will improve the health and safety of students and staff. ^L</p> <ul style="list-style-type: none"> ◦ post health and safety reminders in public areas of the building ◦ coordinate healthy living campaign with appropriate staff and community members ◦ post hand-washing information for reduction of communicable illnesses <p>Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.</p> <ul style="list-style-type: none"> ◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory <p>Respond to and coordinate emergency and disaster drills/incidents.</p> <ul style="list-style-type: none"> ◦ practice operation of emergency communication devices ◦ participate in mock emergency drills <p>Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency.</p> <ul style="list-style-type: none"> ◦ apply knowledge from daily interactions with students ◦ apply de-escalation skills and procedures ◦ know procedures identified on IEP or 504 Plan <p>Continued on next page ...</p>

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

HS.6. Health & Safety Standard (continued)

Foundational	Proficient	Advanced/Mastery
<p>Understand medical needs of students and staff.</p> <ul style="list-style-type: none"> ◦ procedures for responding to medical emergencies ◦ signage alerting all to presence of food allergens ◦ procedures for cleaning after exposure to allergens 		<p>Mentor/coach others regarding emergency policies and procedures. ^M</p> <ul style="list-style-type: none"> ◦ evacuation paths and protocols ◦ stranger-in-the-building scenarios ◦ procedure for managing outbreaks of contagious illnesses ◦ protocol for assisting students with special physical or medical needs <p>Assist in assigned health-related classes as designed by certified school nurse (CSN).</p> <ul style="list-style-type: none"> ◦ provide appropriate and current information on health-related topics to staff and parents/guardians

HS.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
<p>Operate computer and/or other digital devices and platforms required for job duties.</p> <ul style="list-style-type: none"> ◦ student medical record maintenance ◦ telephone, email, printer, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements <p>Operate standard medical equipment under direction of certified school nurse (CSN or RN).</p> <ul style="list-style-type: none"> ◦ health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.) ◦ nebulizers <p>Input data, as needed, for accurate data management.</p> <ul style="list-style-type: none"> ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) <p>Know worksite’s Acceptable Use Policy.</p> <ul style="list-style-type: none"> ◦ read annually and submit signature page <p>Know terminology in order to solve common technology issues.</p> <ul style="list-style-type: none"> ◦ dialogue box, error message window, etc. <p>Learn and adopt new technology methods.</p> <ul style="list-style-type: none"> ◦ digital blood pressure cuff, thermometer, etc. ◦ tablet for recording health information 	<p>Monitor job-related emails routinely. ^{RM}</p> <ul style="list-style-type: none"> ◦ at least three times daily or as directed by supervisor <p>Operate advanced settings of maintenance systems and equipment needed to perform job duties.</p> <ul style="list-style-type: none"> ◦ health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.) ◦ nebulizers ◦ telephone <p>Use appropriate job-related programs.</p> <ul style="list-style-type: none"> ◦ web and document searches ◦ document, spreadsheet, and report creation <p>Know how to contact Information Technology (IT) department and report specific issues.</p> <ul style="list-style-type: none"> ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to <p>Model safe internet and technology use. ^{RM}</p> <ul style="list-style-type: none"> ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws 	<p>Research trends/issues pertaining to the job. ^L</p> <ul style="list-style-type: none"> ◦ communicable disease updates ◦ school health services guidance ◦ health and wellness <p>Download specific programs for school health.</p> <ul style="list-style-type: none"> ◦ app for tracking reported illnesses ◦ maintenance of equipment schedule ◦ health office supply inventory-management program <p>Review and manage data, as needed, for accurate data analysis.</p> <ul style="list-style-type: none"> ◦ track student and staff health office visits, health office supplies inventory control, etc. <p>Mentor/coach other health office staff to use internet/software applications safely and independently. ^M</p> <ul style="list-style-type: none"> ◦ schedule time with mentee to review health care equipment operation and maintenance ◦ schedule time with mentee to review worksite/district Acceptable Use Policy ◦ opportunity to answer questions about acceptable use policy ◦ student health record management ◦ partner with health teacher and technology teacher for lesson on health and technology use for students and staff <p>Manage a social media presence. ^L</p> <ul style="list-style-type: none"> ◦ previews of upcoming community health events and reminders ◦ feedback from students, parents/guardians, staff, visitors, and community via worksite/district Facebook page and/or online platform

HS.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
<p>Align appearance appropriately to job duties and Health Department regulations as outlined in handbook or job description.</p> <ul style="list-style-type: none"> ◦ uniform, if required, clean and wrinkle-free ◦ sturdy footwear ◦ no jewelry on hands or arms <p>Conduct oneself as an ambassador for school or agency. ^{RM}</p> <ul style="list-style-type: none"> ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ communicate effectively in routine, sensitive, and confidential matters about students with required individuals ◦ respond to requests for information promptly within privacy guidelines ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community within privacy guidelines ◦ demonstrate honesty and integrity in making decisions ◦ provide friendly, accurate, and fast service in a respectful manner ◦ appropriate use of language around students <p>Know the roles and responsibilities of your career field.</p> <ul style="list-style-type: none"> ◦ general health care and screening duties ◦ professional and ethical standards for health care provider ◦ cleaning duties outlined in job description (medical equipment, patient areas, etc.) ◦ comply with all regulations as defined by the Health Department ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) <p>Work collaboratively with a team. ^{RM}</p> <ul style="list-style-type: none"> ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students 	<p>Project a positive image to the community through communication, involvement, and personal conduct. ^{RM}</p> <ul style="list-style-type: none"> ◦ commitment to providing a clean and welcoming environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community <p>Maintain emotional control under stressful situations.</p> <ul style="list-style-type: none"> ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions <p>Establish and maintain effective working relationships with others both in and outside of the worksite. ^{RM}</p> <ul style="list-style-type: none"> ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff <p>Maintain current knowledge of procedures, policies, and laws. ^L</p> <ul style="list-style-type: none"> ◦ changes in Health and Student Services and current health topics ◦ competent use of health-monitoring tools and equipment ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community during daily health care duties ◦ requirements for student and staff health care records <p>Respond appropriately to instruction and feedback.</p> <ul style="list-style-type: none"> ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve <p>Shift tasks and priorities when necessary.</p> <ul style="list-style-type: none"> ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities 	<p>Seek or maintain connections with the larger community. ^L</p> <ul style="list-style-type: none"> ◦ liaison to the state, county, or municipal public Health Department ◦ liaison to local public health care providers ◦ vendor or service repair individuals <p>Engage in the improvement of the profession through active participation in professional organizations. ^L</p> <ul style="list-style-type: none"> ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the American School Health Association (ASHA), American Public Health Association (APHA), or similar organization ◦ attend health services expos or conferences ◦ monitor health and well-being trends <p>Demonstrate initiative in identifying areas of need and opportunities for improvement. ^L</p> <ul style="list-style-type: none"> ◦ anticipate needs for cleaning or preparing health office for screening sessions or seasonal increase in office visits ◦ recommend new health or physical routines that can be incorporated into school and classrooms ◦ create health and wellness programs to reflect importance of good health for learning and well-being <p>Seek additional certifications.</p> <ul style="list-style-type: none"> ◦ school nurse certificate ◦ continuing education units for health care professionals <p>Mentor/coach others in role-alike positions on professionalism standards. ^M</p> <ul style="list-style-type: none"> ◦ communicate importance of preventative health care to a positive learning environment