

**Ravena-Coeymans-Selkirk Central Schools
Annual Performance Review for School Nurses**

Name: _____ **Date:** _____

Position: _____ **Building:** _____

Administrator: _____

APR for school year: _____ - _____

ASSIGNMENT (INCLUDE GRADE-LEVEL AND/OR SUBJECT)

SPECIAL ASSIGNMENT(S) AND/OR RESPONSIBILITIES

PURPOSE OF ANNUAL PERFORMANCE REVIEW

The purpose of this annual performance review is to help improve performance or potential for performance by assessing strengths and identifying areas for improvement and growth.

GENERAL DIRECTIONS

This review, when completed, is to be discussed at a conference with the staff member and evaluator. A copy of the proposed review should be provided no later than two school days prior to the conference. Further, a maximum of five school days should be given to the staff member, following the conference, to respond in writing if so desired.

A personal copy of this review, in its completed state, is to be provided to the staff member when it becomes part of the staff member's personnel file. All correspondence related to this review should be included with the original document when it is filed.

Annual Performance Review for School Nurses

The following table will be completed based on information yielded through observation(s) and Pre and Post Conference discussion between the administrator and the education professional about the lesson plan and its execution. The APPR lesson plan template should be used when the evaluator observes a lesson. If the observation is of a professional meeting (eg. IST, CSE) no lesson plan is necessary.

School Nurse Criteria and Effectiveness

To assist in creating a climate of health and wellbeing in the school district by minimizing absences due to illness and assessing planning and implementing the health needs of students and staff.

For each of the areas described below, the evaluator is to place a check mark in the appropriate space that best describes the nurse's performance.

Key: 4 = Highly Effective; 3 = Effective; 2 = Developing; 1 = Ineffective	4	3	2	1	Comments and evidence are mandatory for a rating of 1 and 2, optional for a 3 and 4.
1. Evaluates the health needs of students and staff, conducts program of immunizations, physical exams, sight and hearing tests, observes students, coordinates sports physicals, recommends health needs to the school physician.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Provides first aid needs according to established first aid procedures, assumes authority in the absence of a physician or in times of emergency, dispenses medication according to prescriptions, responds to school and bus emergencies, reports to parents, and submits accident reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Assists and advises school personnel in the maintenance of sanitary standards, health matters important to teachers and students, acts as a resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Coordination and record keeping duties – oversees and coordinates health office procedures, prepares office budget, maintains supplies, updates annual confidential students medical problems list, immunizations transcripts list, maintains students office visitation list, dispensing of prescription medication list and reports to parents, school personnel, clinics and other agencies on school health matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Accessibility to students, staff, and parents, consults with staff as needed, maintains contact with other school agencies, i.e.: CTE center as needed, meets with all new registrants as necessary, available for special activities, i.e.: parent night, faculty in-service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Maintains rapport with students, staff, and parents, and treats everyone with fairness and equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Professional Qualities

For each of the areas described below, the evaluator is to place a check mark in the appropriate space that best describes the nurse’s performance.

Key: 4 = Highly Effective; 3 = Effective; 2 = Developing; 1 = Ineffective	4	3	2	1	Comments and evidence are mandatory for a rating of 1 and 2, optional for a 3 and 4.
1. Communication Skills - demonstrates competence in effective use of the English language, communicates effectively orally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Interpersonal Skills – demonstrates tact, sincerity, and a basic regard for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Resourcefulness and adaptability – adjusts well to new situations, flexible, works with initiative and imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Emotional stability – is calm in most situations, even-tempered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Professional Demeanor – cooperative, dependable, reliable, responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Discerning in Making Decisions –makes decisions based on sound judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Professional Growth – improves his/her knowledge through formal study, professional organizations and activities and is alert to developments of effective practices in the area(s) in which s/he teaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key

- 4 Highly Effective** means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.
- 3 Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

Evaluator Initials: _____ Date: _____

Staff Member Initials*: _____ Date: _____

* The initials of the STAFF MEMBER indicate that he/she has read this review and has knowledge of its contents, not that he/she agrees with its contents.

The nurse should list any professional activities, she/he would like to have included (i.e., conferences, in-services, committees, presentations, associations, professional readings, etc.)

Ravena-Coeymans-Selkirk Central Schools

Comments by evaluator:

Comments by staff member:

Staff member, in this space, please identify your professional development goal for the coming year (probationary goals should be developed in collaboration with the evaluator).

Administrator Signature

Date

School Nurse Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content.