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Overview of Program Monitoring

Program monitoring is the systematic and continual observation and recording of key program aspects (Malone et al., 2014). The data gathered through program monitoring is used to appraise whether a program is on track to meet its expected outcomes. Frequent, intermittent assessment of program implementation and outcomes provides leaders and program administrators with timely information and performance feedback that can guide programmatic decisions. For many SSD programs, including those for which evaluation is required by MSIP-5, monitoring of activities, action plans, and key outcomes represents an efficient and actionable approach that is preferable to less frequent, more in-depth evaluation. Effective program monitoring is contingent upon a well-developed program plan that clearly defines program mission, resources and activities, goals and objectives, and expected outcomes. As one component of program monitoring, it is recommended that some form of voice of customer (VOC) feedback be solicited at minimum annually. When monitoring indicates that a program is consistently failing to meet expectations, an in-depth evaluation or some other corrective action may be recommended.

High quality program monitoring requires the identification and specification of outcomes, indicators, measures, benchmarks, baseline, and targets. The following definitions of these components are adapted from Malone, Mark, & Narayan (2014).

Outcome: An expected result in an individual's behavior, knowledge, or skills, or the change in practices or policies attained as a result of participation in an activity or program. In other words, what is expected to happen as a result of a program.

Indicator: An observable and measurable behavior or finding used to understand information about complex systems. Indicators are used to show whether progress is being made and the extent to which outcomes are being achieved.

Measure: An instrument, device, or method that provides information, often quantifiable data, on an outcome/indicator. A measure, or metric, provides data that allows for judgments regarding the progress and goal achievement.

Benchmark: A standard against which a program's results and progress can be compared. Often performance by similar groups, programs, or organizations can serve as a benchmark.

Baseline: The level of performance indicated by a measure prior to the implementation of a program or intervention. Baseline is used as one reference point for measuring future progress.

Target: A desired value or level of a measure at a specified time in the future. The target is a measurable result being sought. Actual progress is measured against the target to determine achievement of program outcomes.

These abbreviated reports review performance data from the previous fiscal year (as well as the current fiscal year, if available/applicable) for programs designated by DESE and/or the District as requiring at minimum a biennial evaluation. Monitoring results for all programs will be provided to the Board of Education across several separate reports submitted throughout the year.

Professional School Counseling

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Summary and Recommendations

Eight of nine action plans developed through the June 2017 evaluation have been completed.

School Counseling program implementation has improved based on Missouri Comprehensive School Counseling Program (MCSCP) Internal Improvement Review (IIR) self-ratings. Implementation was classified as “Moderately Implemented” (71%) per DESE guidelines in spring of 2018. This represents growth over the spring 2017 ratings which classified SSD’s school counseling program implementation as “Needs Improvement” (51%).

Individual Career and Academic Plans (ICAPs) have been developed for all high school students who began the year enrolled in SSD schools. Remaining plans for several fall enrollees should be completed by 11/30/18. ICAPs are completed with 8th grade students in the spring.

The percent of parents expressing agreement that students get the support they need for academic and career planning both increased and met the 90% target in 2018. In contrast, the percent of SSD teachers expressing agreement with this Climate Survey item fell below the 90% target (88.4%) and declined in 2018. This result may reflect staff adjustment to a recent change in the school counseling service delivery model.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

These action items were developed on the basis of IIR results and associated improvement priorities.

1. Evaluate alignment between the School Counseling program and the District CSIP.

Anticipated Date of Completion: May 2019

2. Create counselor growth plans based on DESE requirements and the school counselor job description that will also incorporate professional learning plans annually.

Anticipated Date of Completion: May 2019

3. Create a school counseling Advisory Council per DESE requirements.

Anticipated Date of Completion: May 2019

4. Review District CSIP strategy team objectives and milestones to determine where school counselor representation may be beneficial.

Anticipated Date of Completion: May 2019

5. Create a process for analyzing time-on-task data.

Anticipated Date of Completion: May 2019

6. Create a plan for family involvement in the ICAP process.

Anticipated Date of Completion: December 2019

Brief Program Description

Professional school counselors are mandated by MSIP-5, which outlines standards for school counselor ratios based on building enrollment. SSD's school counseling program is aligned with the Missouri Comprehensive School Counseling Program (MCSCP) administered by the Missouri Department of Elementary and Secondary Education (DESE), and with the National Standards for Students advanced by the American School Counselor Association (ASCA). SSD Board Policy JHD outlines expectations for student guidance and counseling in the District.

The School Counseling program is comprised of school counselors who work together to deliver a school counseling curriculum and essential responsive services to students attending SSD schools and programs. This program addresses students' academic, career, and personal/social development. SSD's School Counseling program develops and implements flexible policies and procedures which meet the Missouri Model Guidance Plan and State MSIP standards, including the standard of Personal, Social, Career and Academic Development. Counselors are guided by the MCSCP curriculum framework and implement this through small group, classroom and individual instruction. School counselors assist students in developing personal plans of study to assist them in reaching their post-secondary outcomes; they provide daily coping and crisis intervention to students; and they help students develop skills for personal and interpersonal success, and deliver services that promote student social-emotional health and adjustment.

School Counselors meet as a team quarterly to analyze time-on-task data, work on action plans, and collaborate around processes so that the program has consistency in implementation.

The key, broad goals of this program include:

1. SSD school counseling practices will meet the guidelines established by DESE.
2. Implement a systematic process of individualized student planning to ensure that students have the necessary skills and opportunities to complete their program, graduate, and meet post-secondary outcomes.
3. School counseling services contribute to a supportive learning environment and foster students' social, academic and career development.

A biennial report of the progress and status of the School Counseling program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on 6/13/17. Please consult the School Counseling Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (expected completion date May 2018): Develop a plan for staffing and/or structural changes necessary to improve program coordination and ensure the program conforms to DESE, MCSC, and Board Policy JHD expectations.

Status of Action Plan: Complete

Action Plan 2 (expected completion date May 2018): Clearly define and delineate the roles of the school counselor, social worker, and transition facilitator in SSD separate schools. Determine whether the current structure of individual counselors serving three different schools remains appropriate or if alternate structures might result in more effective and meaningful service delivery.

Status of Action Plan: Complete

Action Plan 3 (expected completion date May 2018): Update the school counseling program manual and maintain an electronic version in an easily accessible location such as SSD Life.

Status of Action Plan: Complete

Action Plan 4 (expected completion date May 2018): Develop process documentation that clarifies roles and procedures for 4-year planning. Identify a consistent means for storing and cataloging 4-year plans.

Status of Action Plan: Complete

Action Plan 5 (expected completion date October 2017): Create a master calendar for School Counseling program activities and requirements. Implement regular coordination/planning meetings for school counselors serving the public separate schools.

Status of Action Plan: Complete

Action Plan 6 (expected completion date December 2017): Assess the need for resumed annual time task analysis sampling among school counselors. If deemed necessary in order to conform to DESE expectations and meet program goals, resume collection and analysis of this data for program planning.

Status of Action Plan: Complete (time task analysis was resumed last school year)

Action Plan 7 (expected completion date May 2018/Ongoing): Complete the IIR annually using methodology comparable to that employed as part of the current evaluation to ensure valid year-to-year growth comparisons.

Status of Action Plan: Complete

Action Plan 8 (expected completion date September 2018): Initiate yearly continuous improvement planning for the School Counseling program consistent with District-wide area and department Plan-Do-Study-Act (PDSA) practices.

Status of Action Plan: On schedule. Meetings are scheduled for the 2018-19 school year.

Action Plan 9 (expected completion date August 2018): Explore the need for an active school counseling Advisory Council. If deemed necessary, initiate steps to re-introduce this mechanism of oversight.

Status of Action Plan: Complete

Descriptive Program Data:

The District employs 10 school counselors in total. Seven are assigned to career technical schools and three to special education schools and programs.

Total Program Cost and Cost Effectiveness:

The fiscal year 2019 budget is detailed below.

Certified Salaries	\$ 885,928
Employee Benefits	\$ 245,483
Purchased Services	\$ 67,385
Supplies	\$ 7,350
Total	\$1,206,146

Monitoring Results

Voice of Customer Assessment

A school counseling needs survey is distributed each year to students, families, teachers and administrators. These surveys are customized for elementary, middle and high school. The survey solicits perceptions regarding key needs and also provides respondents the opportunity to provide general comments/feedback. Survey results are reviewed and action plans created based on the feedback received.

Objective 1.1: The school counseling program is articulated and implemented consistent with DESE guidelines per the Internal Improvement Review (IIR).

Measure: IIR percent of possible points earned

Performance Target: 80% (equates to the lowest score corresponding to “Mostly Implemented” status per DESE)

Other Comparative Benchmark(s) (if appropriate/applicable):

Monitoring Schedule: Once per year, spring semester

Results: DESE describes the Missouri Comprehensive School Counseling Program (MCSCP) IIR as a “school counseling program management tool designed to assess implementation of a school or district’s Comprehensive School Counseling Program.” The IIR includes five sections: Program Foundation, Systems Support, School Counseling Curriculum, Individual Planning, and Responsive Services. Those completing the IIR self-assessment assign ratings from 0 (indicating limited or no implementation) to 3 (full or strong implementation) for each “element” within a section. In total, the IIR is comprised of 36 distinct elements.

Counseling program self-ratings from spring of 2018 resulted in an overall score of 71% implementation. This rating falls in the qualitative score category of “Moderately Implemented” per DESE guidance. Although the target was not met, the rating represents a substantial improvement over the previous year’s rating of 51% implementation, which fell in the category of “Needs Improvement.” Improvement occurred in each of the five program areas. School counselors identified new action items based on the IIR results.

IIR Results 2017 and 2018

IIR Element	Avg. Rating 2017 (out of 3)	Avg. Rating 2018 (out of 3)	Avg. Rating Change	Percentage of Implementation Points 2017	Percentage of Implementation Points 2018	Percentage Points Change
Program Foundation	1.6	2.1	+ 0.5	52%	69%	+ 17%
Systems Support	0.9	1.4	+ 0.5	30%	45%	+ 15%
School Counseling Curriculum	1.7	2.6	+ 0.9	57%	87%	+ 30%
Individual Planning	2.1	2.7	+ 0.6	70%	90%	+ 20%
Responsive Services	1.9	2.5	+ 0.6	63%	83%	+ 20%
Complete IIR Results	1.5	2.1	+ 0.6	51%	71%	+ 20%

Note. The IIR self-evaluation is completed with a representative group of school counselors and administrators from both career-technical education (CTE) and special education schools. Ratings were generated separately for CTE and the separate schools. The chosen frame for assigning ratings was the work that school counselors perform specifically, even if ratings might have varied were the work of other support personnel such as social workers and transition facilitators considered. The results presented here represent the average of those separate ratings. DESE suggests individual elements with self-ratings of 1 or less as possible action items.

Objective 2.1: All students grade eight and higher will have a “4-year” transition plan developed.

Measure: Percent of students that have a 4-year transition plan (ICAP) developed

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Twice per year (approximately December and May)

Results: The 100% target for this measure represents a state-level expectation. Results by school appear in the table below. All high school students who began the year enrolled in SSD schools have an ICAP developed. Plans are yet to be complete for several students who enrolled over the course of this fall, though completion is anticipated by 11/30/18. ICAPs are completed with 8th grade students in the spring and updated every semester with course schedules. School counselors worked on updating the ICAP over the previous year in order to increase continuity across schools.

ICAP Completion

School	Status 2017	Status 2018
Neuwoehner	100%	100%
Northview	100%	100%
Southview High	100%	94%*
Bridges	100%	100%
North Tech**	100%	100%
South Tech***	N/A	N/A

*Southview plans are scheduled to be completed by 11/30/18.

**Plans at North Tech are completed for full day students only.

***South Tech students complete their plans through their home schools.

Objective 3.1: Stakeholders will report that that students have access to appropriate career planning and social-emotional supports.

Measure 3.1a: Percent agreement on teacher Climate Survey item, “At my school, students get the support they need for academic and career planning.”

Measure 3.1b: Percent agreement on parent Climate Survey item, “At my child’s school, students get the support they need for academic and career planning.”

Performance Targets: 90% Agreement

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Annual

Results: Objective 3.1 results are based on the yearly SSD School Climate surveys. Results over 4 years are displayed in the table below. Parent survey results exceeded the 90% target in 2018. SSD teacher results fell below the target, with a lower level of agreement than that achieved in the 3 prior years. It is suspected that this decrease in agreement may reflect staff adjustment to a change to the service delivery model for counselors implemented on the basis of an analysis of the job duties of school counselors, transition facilitators, and social workers. The changes were designed to allow counselors to more systematically align their work to DESE guidelines and enable students to receive targeted instruction that meets their needs and supports positive post-secondary outcomes.

Survey Item	Respondent Group	Target	2015	2016	2017	2018
At my school, students get the support they need for academic and career planning.	Teachers	90%	91.0%	90.4%	92.0%	88.4%
At my child's school, students get the support they need for academic and career planning.	Parents	90%			89.3%	91.3%

Note. Respondents are teachers serving SSD schools and parents of students attending SSD schools. Results meeting the target are highlighted green while those failing to meet the target are highlighted orange. The parent item was new starting in 2017. The number of parent respondents was 289 in 2017 (16% response rate) and 249 in 2018 (13% response rate). The number of teacher respondents was 368 in 2017 (68% response rate) and 362 in 2018 (64% response rate). The difference between 2017 and 2018 teacher agreement rates failed to meet statistical significance at $p < .05$ (p -value = .10).

Ongoing Evaluation Planning: (select all that apply)

- Continue to monitor using same metrics and schedule.
- Revise evaluation indicators and metrics.

Proposed revisions:

- Conduct an in-depth evaluation.

Estimated month/year the evaluation is to be completed:

- Revise the program description/plan.
- Other action(s) for improvement:

Rationale for Selection(s): Current measures remain appropriate.

Student Health Services

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Summary and Recommendations

The Student Health monitoring report focuses on staffing-related outcomes. SSD faces significant challenges in maintaining an adequate nursing workforce given nursing shortages and salary factors.

The number of full-time nurses employed neared sufficiency during the 2017-18 school year but has fallen below sufficiency in the early months of the 2018-19 school year.

Maintaining an adequate substitute nurse pool remains challenging. The sub pool size has fallen below target levels over the previous year.

The program goal that new nurses receive orientation within 30 days of working with students was established to ensure staff preparation and support retention. Four of five new nurses received orientation within 30 days in 2017-18.

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

1. Review current staffing model to possibly expand individualized nursing services to allow for one Registered Nurse (RN) to care for more than one student when appropriate. Steps to explore possible utilization of a new staffing model include: utilizing an acuity scale to objectively measure appropriate nursing services required for safe school attendance; collaborating with parent/guardians, the student's health care providers, and the IEP team to determine level of services desired, ordered, and academically needed. (Objective 1.1)

Anticipated Date of Completion: December 2019

2. Expand health services in SSD school nurse clinics in collaboration with SSD's consulting physician to increase student and staff access to immediate primary care through the utilization of telehealth services. Desired result is increased student and staff wellness and attendance. Health Services envisions piloting a telehealth program in one SSD school nurse office and measuring the utilization of telehealth services and its effect on student attendance within the next year. (no associated objective)

Anticipated Date of Completion: June 2020

3. Track the retention of nursing staff and conduct exit interviews for nursing staff members that leave the District. This will be an ongoing action and monitoring initiative. RNs and Licensed Practical Nurses (LPNs) that are offered positions but decline will be contacted to collect data on reasons for offer rejection. (Objective 1.1)

Anticipated Date of Completion: Ongoing

Brief Program Description

The purpose of SSD Student Health Services is to provide safe and effective nursing care that allows students to attend school safely and in the least restrictive environment. Nursing services for students are essential to accessing instruction and maximizing attendance in the least restrictive environment for students with significant health needs. SSD-managed schools maintain health offices staffed by nurses who attend to typical needs such as medication administration and first aid. Students who have exceptional medical needs that require specialized and constant care receive Individualized Nursing Services (INS). Students receiving INS have been determined through physician order and documented by the IEP team to require nursing services in order to access instruction. SSD supports students with INS needs in both partner district and SSD managed schools. Student needs range from medication administration to monitoring the status of students dependent on mechanical ventilation or enteral nutrition. Nursing staff carry out physician orders, attend to medical needs, encourage normalcy, provide a medically-safe environment, regularly communicate health changes to families, and provide resources to encourage optimal health and wellness.

The key, broad goals of this program monitored through the program evaluation cycle include:

1. Increase recruitment and retention efforts to allow for highly skilled, quality care to students.

Staffing measures take precedence in monitoring the Student Health Program given the importance and ongoing challenges of maintaining sufficient staff to meet student medical needs. The current national nursing shortage poses challenges for SSD from a workforce perspective. Challenges are compounded by the fact that SSD nurse salaries often fall below those attainable in the health sector. To illustrate, since April of 2018, of 31 candidates interviewed for full time nursing positions:

- 3 were declined by SSD as underqualified.
- 2 candidates declined because they did not understand the nature of the role.
- 1 candidate did not show for the interview.
- 2 declined but gave no reason why.
- 1 declined due to a childcare schedule conflicting with schedule of position offered.
- 3 declined due to accepting positions at other agencies.
- 10 declined due to salary considerations.
- 6 accepted.
- 2 have been offered positions but not yet made an acceptance decision.

SSD Nursing also contracts with 6 staffing agencies that have been unable to fulfill needs this school year except for in 2 INS positions and occasional staffing in a school clinic position for coverage of an FMLA leave.

In addition to the goals profiled in this report, internal program goals as of 2018-19 include: (1) Provide health services to maximize student participation in education in the least restrictive environment; (2) Comply with state mandates, the MO Nurse Practice Act, and the National Association of School Nurses (NASN) Standards of Practice; (3) Provide professional development to enhance nursing care and student health; (4) Coordinate care that is student-centered and incorporates interdisciplinary teams; and (5) Be fiscally responsible.

A biennial report of the progress and status of the Student Health program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on 4/11/17. Please consult the Student Health Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (expected completion date April 2017): Review with Director and Executive Leadership Team (ELT) the benefits of having additional (i.e., above capacity) nursing staff.

Status of Action Plan: Complete. Positions were added to address (1) the requirement for a program nurse at a new early childhood site, (2) nursing needs at both Bridges and VSP programs for the 2018-19 school year, and (3) increased 1:1 student nursing service needs. Though additional positions benefits students, it also exacerbates staffing challenges.

Action Plan 2 (expected completion date April 2017): In conjunction with the Human Resources Department, develop strategies to recruit and retain highly qualified nursing staff.

Status of Action Plan: Ongoing. Strategies are still being implemented and include: Networking with area nursing programs and college career centers to promote nursing positions available in the school setting for new graduates as well as alumni; advertising open positions on LinkedIn; distributing flyers promoting open positions; and keeping a SSD Nurse Facebook group page to connect with the community.

Action Plan 3 (expected completion date October 2017): Develop connections with instructional administrators. Confirm they are knowledgeable of the role Health Services plays at SSD.

Status of Action Plan: Complete. Presentation conducted 1/17/18. Currently reviewing transfer of nurse personnel evaluations to Health Services supervisors.

Action Plan 4 (expected completion date May 2018): Conduct training with instructional administrators focused on setting appropriate expectations for "scope of needs" (i.e., level of nursing services required) during initial contact with parents, evaluations, and IEP meetings.

Status of Action Plan: Complete. Maintaining relationships with departments, specifically PEDDA, diagnostics, and partner district area coordinators.

Action Plan 5 (expected completion date May 2018): Review organization structure and staffing assignments in the Student Health department to consider utilizing LPNs (where appropriate).

Status of Action Plan: Partially completed. As of July 2018, had interviewed 8 and extended offers to 3 LPN candidates. Two accepted PRN roles, 1 rescinded acceptance, and 1 offer is pending acceptance.

Action Plan 6 (expected completion date January 2018): Implement surveys to stakeholders (parents) and staff (substitute and full-time nurses) to better identify areas for improvement.

Status of Action Plan: Complete. Conducted surveys of nursing staff. In addition, a parent telephone survey was completed. Identified opportunities for improvement including a larger sub pool; greater supervisory presence; role-focused meetings; online meeting format; increased professional development opportunities.

Action Plan 7 (expected completion date May 2018): Form a committee (Health Services Change) to review staff/stakeholder surveys and make suggestions for departmental changes.

Status of Action Plan: Delayed. The intention was to initiate a committee focused on advocacy and leadership in the 2018-19 school year. However due to the challenge of obtaining sub coverage for committee members, this committee has been delayed.

Action Plan 8 (expected completion date October 2019): Begin implementation of departmental changes (as suggested from the Health Services Change Committee).

Status of Action Plan: On Schedule. Have formed subcommittees including a medication administrative task force and another focused on development of a Google site for nurses. The medication administration protocol was implemented in fall 2018. The Google Drive site for nurses is now operational.

Action Plan 9 (expected completion date September 2020): Reissue stakeholder and staff surveys to determine if improvements have been effective.

Status of Action Plan: On schedule.

Descriptive Program Data:

Nursing assignments as of the end of 2018 included: Two RNs in each of the five SSD separate public schools; One RN in each of two technical high schools; one RN assigned to Bridges; one RN assigned to VSP sites county-wide; 39 nurses providing individualized services to students; five RNs staffing seventeen Early Childhood Education sites. An additional group of substitute nurses support needs county wide. As of October of 2018, the District employed 57 full-time nurses in total.

Since October 2016, North Technical School has hosted a nurse practitioner (NP) run clinic. Starting in August 2017 and throughout the 2017-18 school year, a NP has provided primary care services to SSD students and staff one-half day per week. 142 students were seen for primary care needs by a nurse practitioner in 2017-18.

Student Health is overseen by the Director of Student Services. The program is administered by an Area Coordinator (12-month; new position as of FY 2017-18), an Effective Practice Specialist (12-month), and a Lead Nurse (10-month). The District also contracts with a consulting physician.

Total Program Cost:

The fiscal year 2019 budget is detailed below.

Non-certified Salaries	\$4,158,000
Employee Benefits	\$1,269,361
Purchased Services	\$ 228,288
Supplies / Capital Outlay	\$ 36,950
Total	\$5,692,599

Monitoring Results

Voice of Customer Assessment:

Recent Voice of Customer feedback has been collected via surveys of SSD nurses and interviews of parents whose children receive nursing services. Overall, parents/families expressed satisfaction with services provided. The large majority of parents responded “Always” to the following questions:

- SSD's one-on-one nursing care has a positive impact on my child's ability to attend school consistently.
- SSD's one-on-one nursing services help my child access the curriculum in a comfortable and supportive environment.
- SSD's one-on-one nurse effectively addresses my child's health care needs so that he/she can work to his/her fullest potential.
- Because my child receives one-on-one nursing support, it allows my child to build his/her strengths to increase self-confidence.
- I am satisfied with the nursing care my child receives at school.
- I am satisfied with the communication I receive regarding my child's health services.

Additional parent feedback included:

- Six parents requested call-backs just to commend 1:1 nursing services and compliment the nurse
- Because the nurse knows the student so well, he has been successful. She has been with him for 10 years.
- The nurse knows the student as well as the parents do.
- Goes above and beyond. Always up on it!
- I wish that the nurse could stay with her forever!

- Loves the nurse...only problem is when nurse is absent.
- It would be nice for the nurse to be involved in the IEP and be able to reinforce some of the goals set, such as OT and PT.
- Would like to hear from the nurse occasionally.
- Has had 1:1 care for many years and is very happy with the services.
- 1:1 has improved her attendance; nurse knows her so well and catches any problems. Mom appreciates it!
- Loves the nurse, without her she could not attend...incredible.

Objective 1.1: Maintain optimal levels of nursing staff to meet student needs.

Measure 1.1a: Ratio of FTE nurses employed by SSD (nurses classified as full-time employees) to positions required.

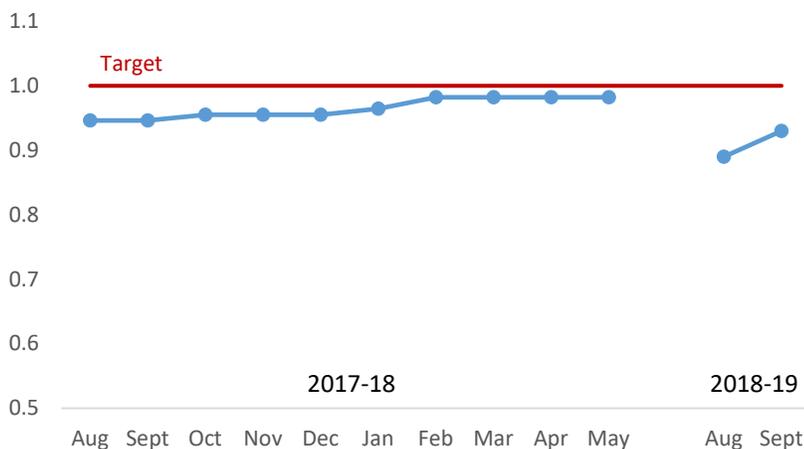
Performance Target: Ratio at or above 1.0

Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Monthly

Results: Tracking of the staffing-related metrics highlighted in this report began during the 2017-18 school year. Results by month are shown below. The ratio of FTE nurses employed approached the target of 1.0 toward the close of the 2017-18 school year but has declined in the early months of the 2018-19 school year.

FTE Nurses Employed Neared Sufficiency in 2017-18 but is Falling Below Staffing Requirements in 2018-19



Measure 1.1b: SSD substitute nursing pool size (nurses employed by SSD and that are classified as subs) as a ratio of FTE nursing positions required.

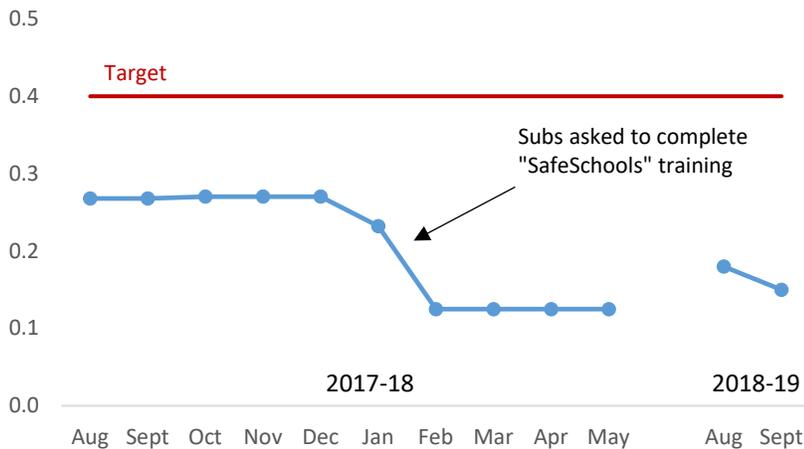
Performance Target: Ratio at or above 0.4

Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Monthly

Results: Results are depicted below. Maintaining a substitute nurse pool ratio of 0.4 represents an ambitious target given current staffing realities discussed previously. The nursing sub pool size has fallen below target levels over the previous year. Note that the sub pool decreased in January of 2018 following initiation of the District requirement that substitute nurses complete the annual, online SafeSchools trainings that are mandated for other SSD employees. In addition, substitute preferences for certain work days and locations compounds the difficulty of filling positions and can contribute to substitute dissatisfaction when this leads to fewer work opportunities.

The Sub Nurse Pool Size Has Fallen Below an (Ambitious) Target



Measure 1.1c: Total number of days one-on-one students are denied attendance because of nursing staff shortages.

Performance Target: Zero instances

Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Monthly

Results: The performance target of zero student days missed due to nursing shortages was not met. Students missed 7 days total in 2017-18 due to nursing shortages. Days missed have increased thus far in 2018-19; 33 days total have been missed by students due to nursing shortages through September of 2018-19.

Examples of reasons students missed days have included: No sub nurse was available (most common reason); a sub was found but was unable to accompany the student on the bus, and parent could not transport either; scheduling conflicts; a nurse was on administrative leave and the agency-assigned nurse did not report to work; a sub cancelled at the last minute; parent declined a sub; etc.

Objective 1.2: Provide a comprehensive orientation program to newly-hired nurses.

Measure 1.2: Proportion of FTE nurses who receive in-person orientation follow up from a nursing supervisor (per the requirements above) within 30 days of beginning work with students.

Performance Target: 100%

Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Twice per year

Results: Performance approached the target in 2018-19. Eighty percent (i.e., four of five new nurses) received orientation within 30 days over the course of the 2017-18 school year.

Ongoing Evaluation Planning: (select all that apply)

Continue to monitor using same metrics and schedule.

Revise evaluation indicators and metrics.

Proposed revisions: Develop a measure for and track retention of nurses over time.

Conduct an in-depth evaluation.

Revise the program description/plan.

Other action(s) for improvement:

Rationale for Selection(s): As nurse retention is a goal for nursing and health services, we would like to track retention of nurses and also develop an exit interview for those that may elect to leave the district.