The purpose of the qualitative, action research study was to provide school nurses an opportunity to reflect on and voice their novice school nursing experiences in order to examine the contents that should be included in new school nurse orientation programs. The researcher found that institutional culture and organizational sensemaking were central to the perceptions and experiences described by participants during their transition to school nursing practice. Findings of the study culminated in four major themes that were identified as critical to school nursing practice and that must be included in orientation programs for novice school nurses: 1) mentoring and supervising; 2) communicating; 3) developing specialized skills; and 4) identifying resources.