



Board Policy Equity Lens Tool

Title of board policy being reviewed:

EBBA-School Health Services

Describe the purpose of this policy:

The purpose of this policy is to ensure that all students have access to safe, appropriate, and prevention-oriented health services that support their ability to participate in education. It establishes requirements for health planning, nursing services, emergency response, screenings, medication management, and individualized support for students with complex or specialized health needs.

What is your experience with this policy:

This policy provides a comprehensive framework connecting student health directly to educational access and participation. Its equity strengths include individualized support for students with complex medical needs, integration with 504 and IEP services, preventive health measures, emergency preparedness, and access to menstrual products. Its effectiveness will depend on adequate staffing, consistent implementation, and attention to barriers that may prevent some students and families from accessing needed health services.

What is the plan to communicate this policy to staff, students, and/or families? What is the plan to communicate this policy to linguistically diverse students and their families?

This policy and a summary of this policy will be available on the MESD web page. The summary of this policy is also available on the MESD website in Spanish, Chinese, Russian, Somali, and Vietnamese and, upon request, the summary and/or policy may be translated into other languages.

Is this policy:

Easy to locate for staff?

This policy and a summary of this policy will be available on the MESD web page. The summary of this policy is also available on the MESD website in Spanish, Chinese, Russian, Somali, and Vietnamese and, upon request, the summary and/or policy may be translated into other languages.

Accessible to students and families?

This policy and a summary of this policy will be available on the MESD web page. The summary of this policy is also available on the MESD website in Spanish, Chinese, Russian, Somali, and Vietnamese and, upon request, the summary and/or policy may be translated into other languages.

Included in onboarding, intake, or other training?

This policy will be communicated to the Board at its next Regular Session meeting as well as be available in the handbook. The policy will also be posted on the district website for easy access.

Clear and easy to understand?

Overall, yes. The policy clearly identifies the required components of MESD's health services plan and establishes responsibilities for nurses and other staff. Some medical and regulatory terminology is technical and may require additional administrative procedures or staff training for consistent implementation.

People

How are people affected positively or negatively by the policy? What potential barriers might people encounter? What barriers might be reduced by this policy?

The policy positively impacts students by providing consistent access to health supports, emergency care, screenings, and individualized health planning. It particularly supports students with disabilities, chronic conditions, complex medical needs, and life-threatening health conditions.

Potential barriers include nursing and staffing shortages, access to healthcare providers, financial resources, and differences in families' ability to obtain medical documentation or follow-up care. The policy helps reduce barriers by integrating health services into the educational environment and coordinating with outside health and social service agencies.

Can you identify the racial or ethnic groups affected by this policy, program, practice, or decision? Do you know the potential impacts to these populations? If you don't know, how will you find out?

The policy applies to all students, but racial and ethnic groups that experience disparities in healthcare access may benefit particularly from school-based health supports. Students from historically underserved communities may have less consistent access to preventive care, screenings, or other health services outside of school.

The policy has the potential to reduce these disparities by providing consistent school-based supports. Reviewing health-service access and outcomes across student populations can help identify remaining inequities.

Were these populations involved in any way, at any point in the development, implementation, and evaluation of this policy? If so, when and how?

The policy does not specifically identify students, families, or communities as participants in its development. It primarily reflects state and federal requirements and professional health standards.

Implementation and annual review of the health services plan provide opportunities to seek input from students, families, nurses, staff, and community health partners, particularly those representing populations most affected by healthcare disparities.

What priorities and commitments are communicated by this policy?

The policy communicates a strong commitment to student health, safety, educational access, prevention, and inclusion. It recognizes that students' health needs can directly affect their ability to participate successfully in education.

The policy also demonstrates a commitment to students with disabilities and complex medical needs by requiring individualized assessment and planning before attendance when necessary.

Place

What kind of positive or negative environment are we creating?

What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

The policy creates a supportive, inclusive, and health-conscious environment where students' medical needs are recognized as an important part of educational access.

Barriers to equitable outcomes may include shortages of qualified nursing staff, limited financial resources, healthcare access disparities, language barriers, cultural differences related to healthcare, and challenges obtaining diagnoses or documentation. Consistent resources across MESD programs will also be important.

Power

How is the power of decision-making shared with those it affects?

How have you intentionally involved the communities affected by this policy, program, practice, or decision?

The policy supports individualized health planning and coordination among students, families, healthcare professionals, nurses, and school staff. This provides opportunities for families to communicate their student's health needs and participate in determining appropriate supports.

Power-sharing could be strengthened by intentionally including student and family voice in the annual evaluation of health services and ensuring culturally and linguistically accessible communication.

Process

Does the policy, program, or decision improve, worsen, or make no change to existing disparities?

Does it create other unintended consequences?

The policy has strong potential to improve disparities by ensuring students receive health supports necessary to access their education, regardless of disability or medical complexity.

Unintended disparities could occur if students with greater access to healthcare are better able to obtain diagnoses, documentation, or individualized plans than students facing healthcare barriers. Staffing limitations could also result in differences in service availability across programs.

Plan

How will you reduce the negative impacts and address the barriers?

Negative impacts can be reduced by ensuring adequate nursing and trained staff coverage, providing multilingual and culturally responsive communication, coordinating with community health and social service providers, and helping families navigate health-service requirements.

MESD can also regularly review the required annual health services plan and examine whether students across programs and demographic groups have equitable access to screenings, emergency care, individualized health supports, and other services.