

Health Services Policy: Foundation for Practices & Procedures

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TODAY'S OBJECTIVES

To understand HOW:

1

District policy on health services is connected to health education and healthy environment

2

The policy development process informs the policy content

3

Communication about policy makes development, adoption and implementation easier

POLICY

vs.

PROCEDURE

“The Compass”



Sets the direction, formally points out and provides guidance

“The Roadmap”



Shows the sequence of steps for managing a particular issue

Procedures can be part of a policy, or separate documents that are referenced within policy

Health Services Policy: Defined


Official written statement
addressing a critical student need



Based on values, convictions, beliefs
of a school community (+ data!)



Can play a major role in culture
changes within a school or district



Addresses **WHAT** to do, **WHY** to do
it, and **WHO** can do it

WHAT

A Good Health Services District Policy Tells Everyone What To Do

- References federal and state guidelines/regulations and does not conflict with them
Rules and Regulations definition of a School Health Program: “health education, health services and a healthful environment”
- Formalizes procedures
- Creates standards of consistency
- Reflects needs of students
- Signals a recognition that student health status is closely linked to academic achievement

WHY

Why Have A Health Services District Policy At All?

- Provides a needed opportunity to help students obtain access to health services
- Helps mitigate controversy: “Let’s Talk About Sex!”
- Ensures accountability and institutionalization of:
 - 1) sexual health education
 - 2) ongoing access to services

WHO

Who
Contributes
To A
**Health Services
District Policy?**

- School nurses
- Community-based providers
- RIDE/RIDOH/RIHSC
- Other school staff

HOW

How Do You
Establish a
Good
Health Services
District Policy?

**STEP 1:
Understand &
Assess**

**STEP 2:
Write/Revise,
Write/Revise**

**STEP 3:
Adopt &
Implement**

**STEP 4:
Monitor**

Communicate

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graph LR; S1[STEP 1: Understand & Assess] --> C[Communicate]; S2[STEP 2: Write/Revise, Write/Revise] --> C; S3[STEP 3: Adopt & Implement] --> C; S4[STEP 4: Monitor] --> C;
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Step 1: UNDERSTAND & ASSESS

(and Communicate)

HOW

Current environment and practices*

Policy process in the district

Data - to see where there are opportunities and gaps

Raise awareness

Bring all voices to the table

* Use the Tool 1.2 Policy Assessment in “Developing a Referral System”

Step 2: WRITE/REVISE, WRITE/REVISE (and Communicate)

HOW

Use your district's
other policies as
reference for style

Consider adding a
General Belief or
Purpose section

Add a Definitions
section

Add a Legal
reference section
(TEAMS handout)

Connect to
Required Sexual
Education

PROCESS & STYLE TIPS on the Road to Adoption

Dedicated process with input from diverse stakeholders

Reflects district realities but always put students first

Drafted multiple times & presented in draft forms to multiple audiences

Good policy is adopted because adoption is final step in long process

Use clear communication & write your policy in the present tense

Step 3: ADOPT & IMPLEMENT

(and Communicate)

HOW

LEADERSHIP/COMMITMENT/COMMUNICATION:

1. School Committee/School Board/School Administrators
2. Wellness Committee
3. Community Partners
4. Students, Families, Teachers, SIT members
5. Professional School Health Staff

Train and
communicate to
staff on policy

Anticipate need
for feedback if
there are bumps

Make a plan for
assessing your
implementation

Step 4: MONITOR

(and Communicate)

HOW

Once you have a policy in place, establish a monitoring system for how the district is implementing that policy.

School Health Index

The 2017 SHI includes sexual health in modules

Consider using the “best-practice” SHI language in your district policy – makes it easier to monitor

Additional Resources

RIDE thrive website www.thriveri.org
access to data and info on state regulations

Advocates for Youth “Addressing Sexual
Health in Schools: Policy Considerations”

National Coalition of STD Directors

CDC on Health Literacy

[CDC on SHPPS 2016](#)

[National Association of State Board of
Education – Sequence Policy Development](#)

[American Academy of Pediatrics: School
Health Services Policy Development Guidance](#)

[School Health Index](#)

THANK YOU FOR ATTENDING!

Questions? Comments?

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