



**BLACK OAK MINE
UNIFIED SCHOOL
DISTRICT**

**LOCAL SCHOOL
WELLNESS POLICY**

In order for students to achieve personal, academic, developmental and social success, BOMUSD is committed in creating a positive, safe and health-promoting learning environment

Black Oak Mine Unified School District Wellness Policy

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Black Oak Mine USD Wellness Policy

Preamble

Black Oak Mine Unified School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.¹⁵

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is:

Sid Albaugh, Chief Business Official
salbaugh@bomusd.org

Alternate: Mark Koontz, Director of Facilities, Maintenance and Operations
mkoontz@bomusd.org

2018-19 Wellness Committee Members

Name	Title / Relationship to the School or District	Email address
Andrea Celio	District Nurse	acelio@bomusd.org
Angela Bernoudy	Librarian	angela.bernoudy@edcgov.us
Carrie Arnett	Northside Principle	carnet@bomusd.org

Carolyn Barla	Youth Coordinator	cbarla@bomusd.org
David Gleason	ARC Principle	dagleason@bomusd.org
Dylan Nicolson	Teacher	dnicholson@bomusd.org
Ellen Turner	New Morning	Ellen@newmorningyfs.org
Jennifer Frost	Mental Health Therapist	jfrost@bomusd.org
Jeremy Meyers	GSHS Principle/ Superintendent	jmeyers@bomusd.org
Katrina Rinehart	EDCOE	krinehart@edcoe.org
Kim Taylor	Youth Coordinator	ktaylor@bomusd.org
Linda Soto	New Morning	Linda@newmorningyfs.org
Liz Dowell	GDRD	xochi@mindspring.com
Lucy Oliveira	Primary Intervention Program Coordinator	loliveira@bomusd.org
Mark Koontz	Director of FMOTC	mkoontz@bomusd.org
Michelle Cortichiato	Psychologist	mcortichiato@bomusd.org
Monica Woodall	Teacher	mwoodall@bomusd.org
Nancy Dixon	Elementary School Counselor	ndixon@bomusd.org
Naomi Harris	Community Health Advocate/ Hub 4	naomie.harris@edcgov.us
Paige White	High School Counselor	pwhite@bomusd.org
Renee Hedden	Coordinating Kitchen Manager	rhedden@bomusd.org
Ron Morris	GSHS Vice Principle	rmorris@bomusd.org
Samantha Jacoby	Junior High School Counselor	sjacoby@bomusd.org
Sid Albaugh	CBO	salbaugh@bomusd.org
Stephanie Carlson	Health & Human Services	Stephanie.carlson@edcgov.us

Wendy Westsmith	Georgetown School Principal	wwestsmith@bomusd.org
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Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools \(www.schools.healthiergeneration.org\)](http://www.schools.healthiergeneration.org) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: WWW.BOMUSD.ORG

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District Office and/or on District's central computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Tricia Kowalski, CBO – tkowalski@bomusd.org.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District [or school] will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities including school gardens. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
- Promote healthy food and beverage choices using at least ten suggesting on the Smart Lunchroom techniques (<https://www.smarterlunchrooms.org/scorecard-tools/smarter-lunchrooms-strategies>)
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school
- District encourages schools to establish school gardens and/or farm-to-school projects

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will

meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus shall be encouraged to meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will encourage provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. If possible, these will be held after the lunch period.
2. School-sponsored events. Healthy food and beverage products are promoted.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Staff will be encouraged to not use foods and beverages as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently

through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. Schools will be encouraged to use ten or more Smarter Lunchroom techniques (www.smarterlunchrooms.org/schorecard-tools/smarter-lunchrooms-strategies) for ideas on promotion.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects as appropriate.
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer,

manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and postings and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy and are not competing with healthy choices or sold during school hours.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement. The district is committed to providing or facilitating these opportunities. Schools understand that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education. All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams due to academic requirements. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students. Having teachers work with the student to come up with a behavioural plan to discipline students. This include having students work with the teacher to develop a plan for behaviour change tied to incremental privileges.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs. Through community use agreements with Georgetown Divide Recreation District, indoor and outdoor physical activity facilities and spaces will be open to Youth Enrichment Activities.

BOMUSD provides physical education instruction for secondary (middle and high school) students that meets graduation requirement of one academic year of physical education.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 200 minutes every 10 days throughout the school year. This curriculum includes instruction in group games like basketball as well as strength and skill building exercises.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

- The District physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student. The Superintendent or designee shall annually administer the physical fitness test designated by the State board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions).
- All physical education classes in District are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

Recess (Elementary)

All elementary schools will offer ample vigorous physical activity (ie **20 minutes of recess**) on all days during the school year This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school will maintain and enforce its own indoor recess guidelines.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: Interscholastic Sports, fundraising opportunities

using physical activity (ie Heart of Cool Trail Run, etc.) and Intramural Sports facilitated with a close relationship and MOU with the Georgetown Recreational District.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Health Education, Safety and Environment

The school district recognizes that a safe, positive school environment is also conducive to student's physical and mental health. Good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health services.

Physical Environment, Health & Safety

- Students will be taught campus safety rules. Infractions will be referred to the appropriate school employee promptly.
- School sites will monitor equipment/grounds
- School sites will promote a drug- and substance-free environment and will encourage making healthy choices at home and at school.
- School sites will enforce an "anti-bullying" policy and encourage social tolerance and respect for others.

Black Oak Mine USD Safety Plan Summary 2018/19

Purpose and Overview Statement:

Safety is literally woven into the fabric of every aspect of Facilities, Maintenance, Operations, Transportation, and Cafeteria Departments at all sites of the BOMUSD. The three main areas of focus are the safety of our (1) Students, (2) Staff and (3) General Public. Safety protocols are scheduled and checked using several methods, to ensure accuracy and preparedness. Federal, State and County Inspections, mandatory compliance checks, and District, self-imposed protocols and policies, are the overarching tools that we use to keep our District as clean, safe and functional as possible.

Here is a summary overview of the tools and protocols that go into the **BOMUSD Safety Plan:**

Student Safety:

Environmental Safety

1. FIT (Facility Inspection Tool) Results from the SARC (State Accountability Report Card) Questionnaire. This is used annually to inspect virtually every square foot of the District's Facilities for cleanliness, safety, and function. (See Template Attached.)
2. Regular Inspections for Asbestos and Hazardous material presents, or accumulations. (See Entek Inc. Report)
3. Pesticide Use and Application Plan (See Facilities Report on BOMUSD Main Web Page)
4. MSDS (Materials Safety Data Sheets) for all facility cleaning and grounds preparation materials used at each site. (posted at all sites and available on line through School Works)
5. Water and Septic Inspections. (See GDPUD backflow tests, water purity, and ground water inspection reports, includes irrigation water delivery safety reports)
6. Fire Monitoring, Suppression systems tests and inspections, fire hydrant, and extinguisher inspections, Drills. Building Partnerships and Communication with Local and State agency's.....IE: (Department of Homeland Security, Rural Domestic Preparedness Consortium, GTF, GVF, Eldorado County Fire, Cal Fire, Eldorado County Sheriff, DOT, Cal Trans, OES, EDCOE, Eldorado County Search and Rescue, U.S. Forestry.)
7. Cleanliness of all areas where students and staff are, is an ongoing task throughout the year, every summer classrooms and bathrooms get "deep cleaning" of flooring / furniture.

8. Air filters are regularly changed out on HVAC units. Water filters are changed out according to use or manufactures recommendations. (SD Reports)
9. Compaction testing and sanitizing of Stadium Field. (See Field Turf report 17/18.) OSHA

Accessibility Safety

1. Roadways, walkways, access points, ADA ramps and parking spaces are constantly checked for safety, seasonally they are blown off, to make sure pine needles and leaves are not building up and or sanded or salted to prevent ice buildup, at high traffic areas for tripping or slipping issues. (This is a daily ritual for the grounds keeping crew.) (SIG BR Plan)
2. All lifts (both man lifts and equipment lifts) are registered and inspected for safe operation on a scheduled basis. (Hankin Specialty Elevators Inc. & United Enterprises)
3. All operational event equipment is routinely inspected for safe operation. (Handrails, movable bleachers, transport carts, folk lifts, trailers.)(American Eagle Enterprise Report)
4. Transport of Special Ed / Special Needs students is done by CPI Trained staff and EDCOE is solicited when needed for specialized bus transport. (Wheel chair accessibility.)

Food Service Safety

1. All Kitchens are inspected by the County Health Department and certified each time with a food service / health permit to operate.
2. Regular punch list checks are made by kitchen and maintenance staff for proper sanitation of dishwashing, Temperature and cleanliness inspections and reports on food storage and handling methods.
3. Nutritional guidelines and serving practices are strictly adhered to, and regularly inspected by County and State agencies.
4. Food Delivery, Serving and Transport of pack-out meals is checked through Federal and State audit programs.

Transportation Safety

1. All transportation vehicles are checked and inspected quarterly (and sometimes more often) by the CHP. These inspections include chase, operation, lights, and cleanliness, driver training records, licensing, mileage and regular maintenance record checks.
2. Continual driver training and record checks are mandated for all Class A and Class B drivers. This includes safety protocols for crossing students, CPI training and DETAC training.
3. Bi-annual tests and inspections are done on all transportation equipment, from storage containers of oil/fuel and other automotive fluids to tool and equipment checks (air compressors, welding tank units, propane storage units.)
4. Fuel tanks are checked and inspected by the Eldorado Air Quality Control District. Storm water runoff inspections are done twice a year by the County's Pollution Control Board.
5. We are in compliant with the new SB 1072 law that requires safety checks of all buses to ensure that students are not left on the bus. We are one of the 1st School Districts in the Area to complete this new mandate! (According to our latest CHP inspection on 8-7-18)

Staff Safety: In addition to all the items above that pertain to students, we try and supply additional safety training and instruction to employees to heighten safety and health awareness. Including:

1. Public School Works is an online resource that offers training and certification on a variety of safety related topics. This instruction covers everything from the proper way to stage a ladder to folk lift operation certification. We are utilizing this training to help minimize

Workers Comp issues and build credits with our insurance provider (SIG) to keep premiums as low as possible.

2. We regularly conduct "tail-gate" classes for FMOTC staff on safety protocols. We use these gatherings as reminders for everything from utilizing safety gear, (glasses, gloves and girdles!) , to the "right and safe" way to change a light bulb.
3. We have instituted the School Dude Work Order System. The main tool that is "safety" oriented within School Dude is the **Priority Designation** aspect of the software. When a ticket is designated as Emergency safety, it becomes top priority!
4. We train all kitchen personal through the "Serve Safe" system and keep all certifications current.
5. DMV Pull sheets are regularly checked on BOMUSD employees, to confirm clean driving records and clearances to drive.
6. Health checks are mandated for all drivers to maintain their licensing and random drug testing is done annually.

General Public Safety: With regular public events held on our campuses, there are several protocols in place to help out with additional safety measures for the general public at large.....Including

1. Detailed maps available for all sites with emergency shut offs clearly marked (Designed for Staff and Emergency service use)
2. Maintenance Checks of access points, outdoor lighting, and sanitation/ stocking of facilities, and safety apparatus is in place and operational, before all major public events. (Fire extinguishers, hand rails, etc.)
3. Trained personal on duty and available at all major public events for emergency response to safety issues.
4. Risk Management assessments on facilities completed by SIG representatives on request and at annual reviews.
5. Facilitate Evacuation Directions, and we are on the OES / Red Cross lists as approved evacuation shelters. (County Community Meeting on Aug 29th at GSHS)

BOMUSD Crisis Management APP available to the public. Catapult Network Software to aid Staff and 1st responders in Emergency Management Effectiveness. Black Board / Parent Link is the current all call system.

Social/Psychological Health

- The District promotes a positive school climate that enhances feeling of connectedness with the school.
- School sites will have a protocol in place for detection and referral of students who have potential for harm to self or others.
- In order to ensure that students have access to comprehensive health services and mental health services, the district will provide access or referrals to health services and mental health services and/or may provide referrals to community resources.
- **Primary Project**, which is organized by the Primary Intervention Program Coordinator, is a Tier 2 school-based program for children (Grades TK-3) displaying school adjustment problems in the *mild to moderate range*. This program is meant for children who are withdrawn, show signs of shy behaviors, mild acting-out behaviors, and potential learning difficulties. Primary Project aims to enhance social, emotional, behavioral, and learning skills while reducing social, emotional, and school adjustment difficulties in preschool through primary grade children. Children meet weekly with trained paraprofessionals (PIP Aides) who use

developmentally appropriate child-led play as a vehicle to provide timely, effective intervention. This is not a program for children who have severe social, emotional, or behavioral difficulties.

- The **Get REAL program** consists of a series of activities designed to help build student relationships and a positive school community. Supervision will include staff and teachers to support student groups during the full day sessions. 7th grade and 8th grade students each meet on separate days to help build and develop a positive school and classroom community.
- The **Passport to Success program** brings councilors, administrators, staff, students and teachers together at the junior high campus to discuss what skills the incoming 7th graders will need to work on to help them succeed in a junior high school setting. The topics of discussion are about organizational skills, responsibility and respect. Three lessons from Botvin Lifeskills have been included in the day's activities. After input from the 6th graders, they will participate in 15 minute hangout activity session which include talking and playing with a variety of active toys.
- **Botvin Lifeskills** is a research based curriculum promoting health and personal development. The curriculum covers self-esteem, anger management, addiction, and other well-being topics. Each lesson has writing and discussion aspects, with an emphasis on making educated decisions.
- Our district offers a **Peer Advocate** class, which is taught at our high school for 11th and 12th grade students to participate in. The Peer Advocates promote mental and physical health to 6th-9th grade students. The Peer Advocates provide one on one peer counseling, presentations to all 9th grade classes about the risks of drugs and alcohol, and presentations on anti-bullying and mental health for 6th-9th grade students.

Health Services

- Health Services will promote attendance by communicable disease surveillance, encouraging healthy habits and injury prevention.
- Staff will provide information on nutrition, disease prevention and detection, tobacco cessation, emotional wellness, and other health and wellness opportunities to students and staff, as requested.
- The District Nurse will participate in community health information or outreach activities (such as the Dental Van)

Health Education

BOMUSD will continue to encourage health education to K-12 students designed to motivate and help students maintain and improve their health, nutritional education, prevent disease and avoid health-related risk behaviors.

- Staff will strive to use a sequential health education curriculum that is consistent with state standards for health education. This coordinated health education instruction, based on the Health Framework for California Public Schools, is designed to provide students with knowledge and skills necessary to promote and protect their health.

Physical Activity in Health Education

Health education will be required in all grades (elementary) and the district will require middle and

high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active

Healthy Eating in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

VI. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (Georgetown Divide Recreation District, Rotary Club, Ready by 21, Cool Lyons Club, Divide Fire Department, KFOK (local radio station), Georgetown Library, Music on the Divide in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

The programs listed below are provided and supported by the school district administration, Early Education Coordinator, transitional kindergarten/ kindergarten teachers, and community groups to promote school readiness for early childhood students (0-5 years):

- **Early Education Coordinator** works with preschools, all transitional kindergarten and kindergarten teachers, and community groups to help families prepare their children for school. The Early Education Coordinator connects parents and teachers to resources and events such as: new parent kindergarten

nights, kindergarten round up, preschool visits to kindergarten classes, kindergarten orientations, kindergarten camp, and transition goodie bags for all students entering transitional kindergarten and kindergarten. Professional development is also offered to transitional kindergarten and kindergarten teachers.

- **Hub 4** provides play groups and story time for children 0-5 years old. They also provide parents with education on child development, parenting, and a health ages and stages developmental questionnaire. Hub 4 also provides a public health nurse who will make home visits and meet with families in need on the divide.
- **Divide Ready by 5** is a community group and their goal is to have all children healthy and ready to start school by the age of 5 years old. This group connects families to resources on literacy, parenting, and child development.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness.

The subcommittee leader's name is Shelly King.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

- Opportunities exist for staff to improve their physical and mental health through Employee Assistance Plan (EAP) and/or health insurance or other venues. This includes health assessments, health education, health fairs, vaccinations and opportunities for moderate to vigorous physical activity throughout the work day.
- The district advises school sites to identify and cultivate programs that are centered on developing awareness and exposing employees to wellness activities. Additionally, schools are encouraged to create an environment that allows employees to feel motivated, connected and valued. All literature, materials or publicly related material must have approval of site principal or designee. Criteria for approval are that this material shall all support district instructional goals and promote health and wellbeing of staff and students.
- School sites with exercise facilities and/or equipment permit faculty and staff to utilize these resources, as available.
- The district provides accommodations for food storage and preparation on district/school sites so employees/staff can bring healthy meals and snacks to work. Staff is encouraged to follow nutrition standards in front of students during school hours.
- When food is provided for work related meetings or workshops a healthy balance of foods and beverages are recommended.

The District supports staff member participation and exploration in health promotion programs through the district health insurance programs.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and about other Health Education Topics

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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