



Barbourville Independent School Wellness Policy

2022/2023

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn and thrive;

Whereas, good health fosters student attendance and education;

Whereas, research shows that 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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. 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.

Whereas, Knox County ranks 106/120 in Kentucky for Health Factors (2022). These include Diet, Exercise, Health Behaviors, Clinical Care, Social & Economic Environment and Physical Environment.

Thus, Barbourville Independent School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Barbourville Independent School District that:

- ❖ The School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the district-wide nutrition and physical activity policies;
- ❖ 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 the develop lifelong healthy eating behaviors;
- ❖ Students have opportunities to be physically active before, during, and after school;
- ❖ Students 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 in engaged in supporting the work of the District in creating continuity between school and other settings for students 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.

I. School Wellness Committee

Committee Role and Membership

Barbourville Independent will create, strengthen and work to develop a District Wellness Committee to serve as a tool to monitor, review and revise the school nutrition and physical activity policies. This committee will meet yearly, and consist of representatives from all school levels. Also included will be, but not limited to, parents/caregivers, students, Food Service Director, physical education teachers, school health professionals, mental health professionals, school administrators, and the general public.

Leadership

The Superintendent or designee(s) will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure Barbourville Independent’s compliance with the policy

Name	Title	Email address	Role
Dennis Messer	Superintendent	dennis.messer@bville.kyschools.us	Superintendent
Brian Carey	Principal	brian.carey@bville.kyschools.us	Head Principal
Andrew Roark	Vice Principal	andrew.roark@bville.kyschools.us	Vice Principal (Middle & High)
Amy Collins	Food Service Director	amy.collins@bville.kyschools.us	Food Service Director/Wellness Policy Coordinator
Brandon Bargo	Physical Education/Health Education Teacher	brandon.bargo@bville.kyschools.us	P.E/Health Teacher
Samantha Daniels	FRYSC Director	samantha.daniels@bville.kyschools.us	FRYSC Director
Andrea Hillard	Curriculum Coach	andrea.hillard@bville.kyschools.us	Elementary/Middle/HS Curriculum Coach
Regina Taylor	Registered Nurse	regina.taylor@bville.kyschools.us	School Nurse
Renata Farmer	4-H Agent		Community Member/Partner

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Amy Collins, Food Service Director, will serve as Wellness Policy Coordinator and will ensure compliance with the policy.

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

Implementation Plan

Barbourville Independent Wellness Committee will develop and maintain a plan for implementation of the Barbourville Independent Wellness Policy based on the Healthy Schools Program. The plan will have specific goals and objectives for nutrition standards for

- ❖ food and beverages available on school campus
- ❖ food and beverage marketing
- ❖ nutrition promotion and education
- ❖ physical activity
- ❖ physical education
- ❖ school-based activities that promote student wellness

The Barbourville Independent Wellness Policy must be submitted every 3 years for an assessment to evaluate the effectiveness of the Policy. This assessment will be performed by WellSAT, and corrections will be made based on recommendations. Updates can also be made based upon suggestions from the Committee during the yearly Committee meeting.

This wellness policy and the progress reports can be found at www.barbourvilleind.com.

Recordkeeping

Barbourville Independent School will retain records to document compliance with the requirements of the policy at Barbourville Independent Board of Education and/or on www.barbourvilleind.com. Documentation maintained in this location will include but will not be limited to:

- ❖ The written wellness policy;
- ❖ Documentation demonstrating compliance with community involvement requirements, including (1) efforts to actively solicit District Wellness Committee membership from the required stakeholder groups; and (2) These groups’ participation in the development, implementation, and periodic review and update of the wellness policy.
- ❖ Documentation of annual policy progress reports for each school under its jurisdiction; and
- ❖ Documentation of the triennial assess* of the policy for each school under its jurisdiction;
- ❖ Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

Barbourville Independent will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in August. This report will include, but is not limited to:

- ❖ The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- ❖ A description of the school's progress in meeting with wellness policy goals.
- ❖ A summary of the school's events or activities related to wellness policy implementation;
- ❖ The name, position title, and contact information of the designated District policy leader(s) identified in Section 1; and
- ❖ Information on how individuals and the public can get involved with the District Wellness Committee.

The annual report will be available in English and Spanish.

The District will actively notify households/families of the availability of the annual report.

The District Wellness Committee will establish and monitor goals and objectives for the District, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-IV of this policy.

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 the District is 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.

Community Involvement, Outreach, and Communications

Barbourville Independent School 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 District Wellness Committee 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 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 other 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

Barbourville Independent is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meals 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.

The District participates in the USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and all other applicable Federal child nutrition programs, that:

- ❖ Are accessible to all students;
- ❖ Are free through Community Eligibility Provision (CEP)
- ❖ Are appealing and attractive to children;
- ❖ Are served in clean and pleasant settings;
- ❖ Meet or exceed nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- ❖ Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets
 - Sliced or cut fruit is offered daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)

- Student surveys and taste testing opportunities are used to inform menu development, dining space décor, and promotional ideas
- Student artwork is displayed in the service and/or dining areas
- Daily announcements via School wide televisions are used to promote and market menu options
- ❖ Menus will be posted on the District website or individual school websites
- ❖ The District child nutrition program will accommodate students with special dietary needs
- ❖ Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students are served lunch at a reasonable and appropriate time of day
- ❖ 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

Prior to the beginning of each school year, a notice is included in the Barbourville Mountain Advocate (local newspaper) stating that all students at Barbourville Independent School will be participating in Community Eligibility Provision (CEP) and all students will receive one breakfast and one lunch at no cost, regardless of income. This is also posted on our district website.

Staff Qualifications and Professional Development

Qualified and properly trained professionals will administer the school meal programs. As part of Barbourville Independent School's responsibility to operate a food service program, the District will provide continuing professional development for all food service staff. Staff development programs will include KentuckyOne, annual Civil Rights, Health Department Food Card class, and programs specific for the Food Service Director, and other cafeteria employees.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. 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 (i.e., "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.

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.

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 and 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. This promotion will occur through at least:

- ❖ Implementing evidence-based healthy food promotion techniques through the school meal program using Smarter Lunchroom techniques; and
- ❖ Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by 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 such as math, science, language arts, social sciences, and elective subjects;
- ❖ Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- ❖ Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- ❖ Emphasize caloric balance between food intake and energy expenditure (promote physical activity/exercise);
- ❖ Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- ❖ Teach media literacy with an emphasis on food and beverage marketing; and
- ❖ Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

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

- ❖ The relationship between healthy eating and personal health and disease prevention
- ❖ Food guidance from MyPlate

- ❖ Reading and using USDA's food 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

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities.

Barbourville Independent will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

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.

NOTE: PER GUIDANCE FROM KDE, IN ORDER FOR K-5 SCHOOLS TO COUNT RECESS AS INSTRUCTIONAL TIME IN ACCORDANCE WITH KRS 160.345 (30 MINUTES/DAY OR 150 MINUTES/WEEK) AND ALSO IN COMPLIANCE WITH THE SCHOOL CALENDAR REGULATION, 702 KAR 7:140 (5), ALL OF THE FOLLOWING CRITERIA MUST BE MET: STUDENT LEARNING OBJECTIVES FOR RECESS ACTIVITIES ARE ALIGNED TO THE KENTUCKY ACADEMIC STANDARDS (PRACTICAL LIVING) AND EVIDENCED VIA LESSON PLANS; AS WITH INSTRUCTIONAL TIME FOR OTHER CONTENT AREAS, RECESS, WHEN BEING COUNTED AS INSTRUCTIONAL TIME, CANNOT BE WITHHELD OR TAKEN AWAY AS A FORM OF PUNISHMENT. SCHOOLS HAVE THE OPTION OF SCHEDULED RECESS TIME OUTSIDE OF THE SCHOOL CALENDAR/INSTRUCTIONAL TIME. IT IS AT THE DISCRETION OF THE DISTRICT OR SCHOOL LEVEL WELLNESS POLICY ON DETERMINATION OF APPROPRIATE PRACTICES AROUND NON-INSTRUCTIONAL TIME RECESS BEING WITHHELD OR BEING TAKEN AWAY AS PUNISHMENT. RECESS MEETING THE ABOVE CRITERIA DOES NOT REPLACE PHYSICAL EDUCATION CLASSES OR COMPETE WITH THE PERMITTED 30 MINUTES/DAY OR 150 MINUTES/WEEK IN KRS 160.345. PHYSICAL EDUCATION STANDARDS WITHIN KENTUCKY'S PRACTICAL LIVING EXPECTATIONS PROMOTE SEQUENTIAL INSTRUCTION TO ENHANCE THE DEVELOPMENT OF PHYSICAL LITERACY VIA MOTOR SKILLS, MOVEMENT CONCEPTS, AND PHYSICAL FITNESS. RECESS, EITHER COUNTED AS INSTRUCTIONAL TIME OR NOT, IS AN OPPORTUNITY TO ALLOW STUDENTS TO PRACTICE AND DEMONSTRATE THOSE ACQUIRED PHYSICAL LITERACY SKILLS.

Physical Education

The District will provide students with physical education, using 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 (discussed in the *“Essential Physical Activity Topics in Health Education”* subsection).

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 necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

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 (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- ❖ 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 teachers will be required to participate in at least once a year professional development in education.

- ❖ All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity when health education is taught:

- ❖ 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
- ❖ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- ❖ Developing an individualized physical activity and fitness plan
- ❖ Monitoring progress toward reaching goals in an individualized physical activity plan
- ❖ Dangers of using performance-enhancing drugs, such as steroids
- ❖ Social influences on physical activity, including media, family, peers, and culture
- ❖ How to find valid information or services related to physical activity and fitness
- ❖ How to influence, support, or advocate for others to engage in physical activity
- ❖ How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes** of recess on all or most 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 recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed to play outside for recess except when the outdoor temperature is above 90 degrees or below 45 degrees, inclusive of wind chill factors, during storms with thunder and lightning, or at the discretion of the building administrator based on his/her best judgement of safety conditions.

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.

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.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will compliment, not substitute, for physical education class, recess, and class transition periods.

Barbourville Independent School District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) 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/or 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:

- ❖ Physical activity during aftercare
- ❖ Varsity Sports (e.g., basketball, baseball, archery, softball, tennis, golf, swimming)
- ❖ Elementary Sports
- ❖ Middle School Sports

IV. 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.

Barbourville Independent School employees 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 District Wellness Committee.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) 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 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 (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 opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Tobacco Awareness

The District has prohibited the possession or use of any tobacco or vaping product on school property. Violation of this policy will result in counseling and/or disciplinary actions in accordance with the Student Handbook.

Students are provided anti-tobacco education yearly.

Mental Health Awareness

The District employs two full time guidance counselors as well as provides mental health services by Community Partners (Comp Care). Students are provided mental health educational sessions by school guidance counselors as well as outside organizations brought in by FRYSC.

A counselor is available to students on campus during school hours.

Staff Wellness and Health Promotion

The District Wellness Committee 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 in coordination with human resources staff. The subcommittee leader's name is **Samantha Daniels**.

Barbourville Independent will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include:

- ❖ Annual onsite biometric screenings provided by the local health department or local medical office
- ❖ Onsite Flu/ COVID 19 Immunizations
- ❖ Onsite Nurse
- ❖ Outdoor exercise equipment is available at Barbourville Independent School and they also have indoor equipment for staff use

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer an annual 1- hour professional development learning opportunity 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.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race,

color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

