



Elementary Campus
903 6th Ave Ct NE
Isanti, MN 55040
Phone: 763-444-0342



ISD #4227

www.artandscienceacademy.k12.mn.us

Middle School Campus
1005 7th Ave
Isanti, MN 55040
Phone: 763-444-0039

HEALTH, SAFETY, AND WELLNESS PLAN OVERVIEW

Art and Science Academy recognizes the importance of safety for everyone. Each section of this plan addresses a safety issue and how ASA will manage it.

This plan will be reviewed annually by the Admin Team, updated, and then presented to the School Board for approval.

Nothing in this plan implies liability on the part of ASA for conditions or responsibilities beyond the school's control. The owner of the building assumes full responsibility for building safety for any employees or contractors he hires. Any reference herein to safety in areas off limits to ASA staff is merely for the owner's benefit.

HEALTH, SAFETY, AND WELLNESS PLAN CONTENTS

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1. ASBESTOS PLAN

Art and Science Academy intends to effectively and safely manage all Asbestos Containing Materials (ACM) on the school premises in accordance with the federal AHERA law.

If asbestos is determined to be in the school building:

1. ASA will ensure that the designated contact person is AHERA trained. The current designated person is the ASA School Administrator.
2. ASA will review and update the asbestos management plan annually.
3. ASA will develop and disseminate the required annual written notifications.
4. ASA will provide maintenance/custodial operations and maintenance training annually.
5. ASA will provide six-month periodic surveillance of asbestos.
6. ASA will maintain and update the asbestos inventories.
7. ASA will maintain all records of asbestos events, per the Occupational Safety and Health Administration (OSHA) and Asbestos Hazard Emergency Response Act (AHERA).
8. ASA will provide liaison with EPA certified agency for projects exceeding three feet.
9. ASA will post hazardous warning labels in routine maintenance areas.
10. ASA will provide two-hour asbestos awareness training, necessary for all maintenance/custodial persons.
11. ASA will perform three-year re-inspection as required.
12. The Admin Team will review this program with the contact person and obtain school board approval at least annually.

2. AWAIR PLAN

Art and Science Academy has developed its AWAIR POLICY: A Workplace Accident and Injury Reduction Plan.

1. The ASA contact person for the AWAIR Plan is the School Administrator.
2. The Administrator at ASA is the person responsible to effectively implement this plan.
3. ASA will review the written plan as needed and update at least annually.
4. ASA will ensure the continuation of the OSHA-mandated Safety Committee (Admin Team).
5. The ASA Admin Team will meet at least once a year to identify and eliminate workplace safety hazards.
6. ASA will develop, and document methods used to identify, analyze, and control new or existing hazards.
7. ASA will communicate the AWAIR policy to all affected employees so that they are informed of work-related hazards and controls.
8. ASA will develop and document procedures for investigation of workplace accidents and corrective action.
9. ASA will develop and document procedures that outline how safe work practices and rules will be enforced.
10. The Admin Team will review the AWAIR Policy and obtain school board approval at least annually



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Safety/Health Investigation Report

Please mark applicable category:

- Due to behavior
- Potential Hazard
- Near Miss
- Accident
- Fire/Property Damage
- Other_____

Name	Location	
Title	Date of Incident	Time of Incident

Description of Incident, Extent of Injuries and Treatment:
(Use back of sheet if necessary):

Employee Suggested Correction:

Follow-Up Action:

Follow-Up Responsibility: _____

Follow-Up action to be complete by (date): _____

Current condition, long-term implications of accident: _____

Admin Team Member Signature: _____

Date: _____ Time: _____ Copies to: _____

3. BLOOD-BORNE PATHOGEN CONTROL PLAN

Art and Science Academy has developed and implemented this blood-borne pathogen exposure control plan encompassing OSHA standard 29 Code of Federal Regulations (CFR) 1910.1030.

1. The ASA contact person – exposure control officer – is the Office Manager.
2. ASA will review the written plan as needed and update at least annually.
3. ASA will survey the facility to identify job categories in which employees may be at risk to exposure. ASA will document this process.
4. ASA will require Hepatitis B vaccinations to employees that have an anticipated risk of exposure, but not to all school employees.
5. ASA will train employees on proper specific and universal precaution methods and techniques.
6. ASA will determine valid exposure incidents then record and report them on the *First Report of Injury* for proper insurance treatment.
7. ASA will establish blood-borne pathogen record keeping procedures.
8. ASA will respond to regulatory agency correspondence, guidelines and recommendations.
9. ASA will monitor regulatory changes and new developments.
10. ASA will provide exposure control products.
11. The Admin Team will review the Blood-borne pathogen exposure control plan with the contact person and obtain school board approval at least annually.

Biohazard Survey

Identified job categories where pathogen exposure risk is significant:

Steps needed to be taken to minimize risks:

Year of survey completed _____

4. RIGHT TO KNOW PLAN – EMPLOYEE AND COMMUNITY HAZARD COMMUNICATION

Art and Science Academy has established and implemented this plan for Minnesota Employee Right-to-Know (ERTK) in compliance with 29 CFR 1910.1200 and Minnesota Rule 5206.700, and for Community Right to Know (CRTK).

1. The contact person for this plan is the Admin Team Chair.
2. ASA will annually survey the facility to identify chemical, heat, noise, radiation and infectious agent hazards.
3. ASA will manage Material Safety Data Sheet (MSDS) acquisition, compilation and distribution.
4. ASA will perform a chemical inventory, updated annually, and made available with the MSDS data.
5. ASA will monitor the use of and markings on secondary-use containers.
6. ASA will develop and maintain hazardous materials collection and storage procedures.
7. ASA will review and update ERTK standard operating procedures including placement of the ERTK Minnesota-approved posters.
8. ASA will provide all record keeping activities and procedures for ERTK.
9. ASA will prepare notification correspondence/reports to state emergency response commission and local emergency planning committee (fire department).
10. ASA will respond to regulatory agency correspondence, guidelines and recommendations.
11. ASA will monitor regulatory changes and new developments. (See Minnesota Emergency Response Commission.)
12. The Admin Team will review the plan and obtain school board approval at least annually.

5. CONFINED SPACE PLAN

Art and Science Academy doesn't have any confined spaces in the current building. In accordance with OSHA standard 29 CFR 1910.146, any confined spaces may require specific duties to employees and contracted workers.

If a confined space is determined:

1. The contact person for confined space is the school administrator.
2. The contact person will identify confined space entry hazards and survey the facility to determine all permit and non-permit confined spaces.
3. The contact person will review current Confined Space Entry Procedures (CSEP).
4. The contact person will procure and use proper ventilation, communication, personal protective and gas testing equipment, and will always require a trained attendant to be on hand when anyone enters a confined space.
5. The contact person will assume responsibility for the proper training of anyone given access to the confined space to train affected persons on proper Confined Space Entry methods and techniques.
6. The contact person, along with the ASA office personnel, will maintain a record of contractors entering the confined space. (See office check-in list.)
7. The contact person will respond to regulatory agency correspondence, guidelines and recommendations.
8. The contact person will monitor regulatory changes and new developments.
9. The Admin Team will review this plan with the contact person and obtain school board approval at least annually.

6. EMERGENCY ACTION PLAN

Art and Science Academy has developed and implemented a written management plan for emergencies called the Crisis Management Plan.

1. The Administrator is responsible for implementation of the procedures in the plan.
2. The ASA contact person for development of the plan is the Admin Team Chair.
3. ASA has surveyed the facility to determine the facility's ability to provide safe egress or safe shelter.
4. ASA has developed emergency action plan procedures and routes per OSHA standard 29 CFR 1910.38.
5. ASA has posted evacuation or shelter routes and locations, in each classroom, office or assembly area. The routes are drawn on 8 x 11 building maps.
6. ASA trains employees and students in emergency action procedures.
7. ASA will develop and implement written record keeping procedures regarding emergency actions.
8. ASA will respond to regulatory agency correspondence, guidelines and recommendations.
9. ASA will cooperate with local government authorities to ensure the preparation of plans for the protection of students in an emergency. These plans should include sheltering students in schools, or evacuating them to their homes, as well as using the schools as congregate care centers in support of emergency operations" – Minnesota Executive Order 93-27.
10. The Admin Team will review this emergency action management plan and the Emergency Preparedness Manual and obtain school board approval at least annually.

7. FIRST AID – CPR – AED PLAN

Art and Science Academy establishes this plan for management of First Aid, CPR, and AED.

1. The ASA contact person is the School Administrator.
2. Any ASA employees that are trained in First Aid – CPR – and AED use and are considered in-house first responders when needed.
3. Outside first aid providers are from the Tower Fire Department and are able to arrive within eight minutes per OSHA CPL 2-2.53.
4. ASA will survey the facility for First Aid/CPR/AED needs.
5. ASA will provide First Aid/CPR/AED training as needed.
6. ASA will provide emergency first-aid supplies in the office.
7. The Admin Team will review the First Aid – CPR – AED program with the contact person and obtain school board approval at least annually.

8. FOOD SAFETY PLAN

Art and Science Academy has established safe food handling policies and procedures per the Minnesota Food Code rule in order to provide safe food to students, staff, and the Country.

1. The contact person for this plan is the Food Service Manager who must be a Certified Food Manager in accordance with the Minnesota Health Department.
2. ASA will review updates on regulatory standards and reporting requirements.
3. ASA will identify critical areas and use a systems approach with Hazardous Analysis Critical Control Points (HAACP).
4. ASA will respond to regulatory agency correspondence in a timely manner.
5. ASA will provide annual training for all Food Service workers.
6. The Admin Team will review the Food Safety Program with the contact person and obtain school board approval at least annually, per Minnesota Statutes 123B.57.

9. INDOOR AIR QUALITY (IAQ) PLAN

Art and Science Academy recognizes the need to provide healthy indoor air quality in our school building. This plan is in keeping with the U.S. EPA's *Indoor Air Quality Tools for Schools* program recommendations.

1. The IAQ coordinator for indoor air quality at ASA will be the School Administrator.
2. The contact person will survey, identify and document situations and work practices that require indoor air quality remediation.
3. The contact person will train ASA employees and building occupants toward optimum indoor air quality.
4. The contact person will work with the ASA Office Manager and Custodian to develop, document and monitor plan compliance and record keeping procedures.
5. The contact person will respond to regulatory agency correspondence, guidelines and recommendations.
6. The contact person will monitor or provide updates on regulatory changes and new developments.
7. The Admin Team will review this plan with the contact person and obtain school board approval at least annually.

10. INTEGRATED PEST MANAGEMENT (IPM) PLAN

Art and Science Academy intends to establish a pest control that emphasizes a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to tolerable levels while using pesticides as a last resort to minimize health and environmental risks. ASA leases property from a non-profit owner. Nonetheless, every effort will be made to notify students, staff, and parent/guardians about any intention of the leasing party or school to apply a category I, II, or III pesticide product at the school site. The long-term health effects on children from the application of the pesticides or the class of chemicals to which they belong may not be fully understood. Staff, students, parent/guardians, and guardians may request to be notified by ASA before any application of pesticide listed.

1. The contact person for this plan is the School Administrator.
2. ASA will notify parents and employees regarding plans to apply a pesticide that is a toxic category I, II or III product, classified by U.S. EPA, or a restricted-use pesticide, as designated by federal law.
3. In addition to the notice described above, ASA will include in the official school handbook a section informing parents that an estimated schedule of applications of pesticides is available for review or copying. A parent may also receive prior notice of each application if requested.
4. ASA will provide reasonable notification to individual parents prior to applying pesticides on a day different from the days specified in the annual notice, if parents request such notification.
5. ASA will notify students, parents and employees that it has adopted an integrated pest management plan designed to minimize the risk to human health and the environment to reduce the use of chemical pesticides.
6. "Pesticide" has the meaning given it in Minnesota Statutes, section 18B.01, subd. 18, except that it does not include any disinfectants, sanitizers, deodorizers, or antimicrobial agents used for general cleaning purposes. "Pest" has the meaning given it in Minnesota Statutes, section 18B.01, subd. 17.
7. The Admin Team will review the IPM Plan with the contact person and obtain school board approval at least annually.

11. SAFE DRINKING WATER PLAN

Art and Science Academy recognizes the importance of safe drinking water. This plan is established according to the Minnesota Department of Health provisions in their *Lead in School Drinking Water Guidance Manual*. Please refer to the school Lead in Water Plan for more specific provisions.

1. The contact person for this plan is the school Administrator.
2. Corrective action will be taken for any test results that indicate unacceptable levels of lead.
3. All faucets and hardware will meet current NSF lead-free criteria.
4. The contact person will review updates on regulatory standards, reporting requirements and new developments regarding safe drinking water in schools.
5. The contact person will maintain all compliance documentation.
6. The contact person will keep all required records.
7. The Admin Team will review and update this plan with the contact person at least annually.

12. LOCKOUT / TAGOUT PLAN

Art and Science Academy does not have any current situations that require a lockout/tagout plan.

13. MACHINE GUARDING PLAN

Art and Science Academy recognizes the need to guard persons from the hazards related to machinery. This plan is established to safeguard the machines in the school building. It is understood that no students are allowed in the area where machines are located – upper furnace/water heater room. Only authorized employees and temporary workers are allowed in these spaces.

1. The machine guarding contact person is the school administrator.
2. The contact person will safeguard shop equipment per best practices. Shop equipment not safeguarded will be scheduled for proper safeguarding or replacement.
3. The contact person will maintain a preventative maintenance program to keep machine guarding in proper repair.
4. Power outage protection will be provided for all required equipment.
5. Emergency stops will be provided for all required equipment.
6. Proper guards will be provided for all equipment.
7. Safe work practice placards will be provided for all equipment.
8. Equipment will be labeled for identification.
9. All future equipment will be per appropriate specifications.
10. Non-slip surfacing will be provided by each piece of equipment.
11. Fixed equipment will be secured to prevent walking or moving.
12. Contact person will report any boiler room accidents and injuries to the ASA Admin Team Chair with recommendations so that improvements can be determined.
13. Contact person will take corrective action as needed based on accident reports and near misses.
14. The Admin Team will review this plan with the contact person, update it, and report to the school board for approval annually.

14. OSHA INSPECTION PLAN

Art and Science Academy intends to provide a safe environment for all in which to work and learn. To do this ASA establishes this plan for facility safety review.

1. The contact person for this plan is the School Administrator.
2. ASA will review General Industry OSHA standards (<http://www.osha.gov/>) and apply those related to our facility.
3. ASA will periodically enlist an insurer to conduct a mock OSHA inspection.
4. ASA will participate in MDE management assistance mock OSHA reviews and respond to their report as required.
5. ASA will comply with any OSHA review of the facility and respond as required.
6. The Admin Team will review the OSHA Inspection Plan with the contact person and obtain school board approval at least annually.

15. PERSONAL PROTECTION EQUIPMENT PLAN

Art and Science Academy intends to provide personal protection equipment in compliance with federal regulations 29 CFR 1910.132-138. Specific organs targeted for protection are hands, feet and face.

1. The contact person for this plan is the Admin Team Chair.
2. ASA will survey the facility to identify unsafe, hazardous processes to hands, feet and face, per standards.
3. ASA will perform initial and annual training to all who may need to use the personal protective equipment.
4. ASA will provide the equipment as deemed appropriate for the identified hazards.
5. ASA will monitor usage, storage and maintenance practices of staff and students to ensure the adequacy of this plan.
6. ASA will provide all required record keeping activities and procedures.
7. ASA will respond to regulatory agency correspondence, guidelines and recommendations.
8. The Admin Team will review this plan and obtain school board approval at least annually.

16. PLAYGROUND SAFETY PLAN

Art and Science Academy intends to ensure a safe playground environment

1. The school contact person is the relevant principal for that building.
2. ASA will evaluate the condition of playground equipment annually for repairs/replacements or if playground equipment should be removed and take action as appropriate.
3. The Admin Team will review this plan and obtain school board approval at least annually.

17. RADON PLAN

Art and Science Academy intends to effectively manage indoor pollutants. Radon – a radioactive gas – is one of the most hazardous indoor pollutants. This plan is for radon identification and remediation.

1. The school district contact person for radon is the school Administrator.
2. ASA will implement current U.S. EPA/MDH Radon Gas testing guidance criteria. Such criteria do not require ASA to test for radon at this time.
3. ASA will coordinate diagnostics and mitigation of elevated radon, if tested.
4. ASA will conduct any required radon sampling as provided for under MDH and US EPA rules and guidelines.
5. ASA will review updates on regulatory standards, reporting requirements and new developments.
6. ASA will maintain all compliance documentation.
7. ASA will maintain documentation of testing.
8. ASA will train affected employees.

9. ASA will respond to regulatory agency correspondence, guidelines and recommendations.
10. The Admin Team will review the radon plan with the contact person and obtain school board approval at least annually.

18. STORAGE TANKS PLAN

Art and Science Academy currently has no storage tanks on premise that require a safety plan.

19. CRISIS MANAGEMENT PLAN STAFF RESPONSIBILITIES - ANY DISASTER

Administrator:

- Verify information.
- Call 911.
- Seal off high-risk area.
- Convene crisis team and implement crisis response procedures.
- Notify students and staff depending on emergency; a teacher may notify students.
- Evacuate students and staff, or relocate to a safe area within the building, if necessary.
- Refer media to district spokesperson (Administrator).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.
- The Administrator or administrative designee will handle notifications of parents/guardians, in accordance with district policies.

Teacher/Staff:

- Verify information.
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation.
- Take class roster.
- Refer media to district spokesperson (Administrator).
- Keep detailed notes of crisis event.
- Keep staff and students on site, if possible, for local investigations so interviews and accurate documentation of the events can be completed, if event warrants.

FIRE

In the event a fire, smoke from a fire or a gas odor has been detected:

- Pull fire alarm.
- Evacuate students and staff to the designated area. See map located inside each room.
- Administrator notifies fire department (call 911) if the alarm system does not. Administrator must report incident to Fire Marshal. (As required by State Law.)
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous or blocked. See map located outside each room and front entrance.
- Teachers take class roster located inside emergency book in each room.
- Close classroom door.
- Teachers take roll after being evacuated.
- Teachers report missing students to Administrator immediately.
- After consulting with appropriate official, Administrator may move students to the other school building if weather is inclement or building is damaged.

- No one may re-enter building(s) until entire building(s) is declared safe by a fire or police personnel.
- Administrator notifies students and staff of termination of emergency.
- Resume normal operations.

SEVERE WEATHER

TORNADO/SEVERE THUNDERSTORM/FLOODING

Tornado/Severe Thunderstorm Watch **has been issued in an area near school:**

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Radio (National Weather Service)
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.
- *Tornado safe areas are in interior hallways or rooms away from exterior walls and windows.*
- Review “drop and tuck” procedures with students.

Tornado/Severe Thunderstorm Warning **has been issued in an area near school, or tornado has been spotted near school:**

- Move students and staff to safe areas.
- Close classroom doors.
- Remind teachers to take class rosters.
- Ensure that students are in “tuck” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

Flood Watch **has been issued in an area that includes your school:**

- Monitor Emergency Alert Stations, NOAA, Weather Radio, and stay in contact with local emergency management officials.
- Review evacuation procedures with staff and prepare students.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Line up transportation resources.

Flood Warning **has been issued in an area that includes your school:**

- If advised by emergency responders to evacuate, do so immediately.
- Teachers take class rosters.
- Move students to designated relocation center quickly.
- Turn off utilities in school and lock doors.
- Teachers take roll upon arriving at relocation center. Report missing students to Administrator.
- Notify parents/guardians according to district policy.

SHELTERING PROCEDURES

Sheltering provides refuge for students; staff and Country within the school building during emergency or safe areas are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each school building.
- Administrator warns students and staff to assemble in safe areas. Bring all persons inside buildings(s).
- Teachers take class roster.
- Close all exterior doors and windows, if appropriate.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.

- All persons must remain in safe areas until notified by Administrator or emergency responders.

EVACUATION/RELOCATION CENTERS

Evacuations:

- Call 911, if necessary.
- Notify Administrator.
- Administrator issues evacuation procedures.
- Administrator determines if students and staff should be evacuated outside of buildings or to relocation centers. Administrator coordinates transportation if students are evacuated to relocation center.
- Administrator notifies relocation center.
- Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Close doors.
- Notify parents/guardians per district policy and/or guidance.

Teachers:

- Direct Students to follow normal fire drill procedures unless Administrator alters route.
- Take class roster.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Administrator immediately if student(s) is/are missing.
- If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

Relocation Centers:

Primary Relocation Center

ASA Elementary – 903 6th Ave Court NE

ASA MS – 1005 7th Ave NE

MEDIA PROCEDURES

All staff must refer media to district spokesperson. School District assumes responsibility for issuing statements during an emergency.

- Board Chair serves as district spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: Roberta Provost 763-438-3100

Alternate District spokesperson: Kevin Fitton 763-444-0342

During an emergency, adhere to the following procedures:

- Establish a media information center away from affected school.
- Update media regularly. Do not say, “No comment.”
- Do not argue with media.
- Maintain a log of all telephone inquiries. Use scripted response to inquiries.

Media statement:

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.

Refrain from exaggerating or sensationalizing crisis.

Terroristic Threat Phone Report

(To include threats related to the release or chemicals, disease causing agents and incendiary devices)

1. Date and time call received:
2. Exact words of caller:
3. Remain calm and be firm. Keep the caller talking and ask the following questions:
 - a. Where is the device/package?
 - b. What does the device/package look like?
 - c. When will it go off/detonate?
 - d. What will cause it go off/detonate/trigger?
 - e. How do you deactivate it?
 - f. Why was it put here?
 - g. Did you place the device/package?
4. If the building is occupied, inform the caller that detonation/release of hazardous substances would cause injury or death to innocent people.
5. If a call is received on Caller ID equipped phone, check for the origin of the call and record the number.

Caller Identification Checklist

Caller's Identity: _____

Sex / Age Group: _____ Male _____ Female _____ Adult _____ Juvenile

Approximate Age: _____ Years

Origin of Call: _____ Local _____ Long Distance _____ Internal

Caller's Voice _____ Loud _____ Soft _____ Fast

_____ Deep _____ Squeaky _____ Distant

_____ Sincere _____ Raspy _____ Stressed

_____ Nasal _____ Drunken _____ Slurred

_____ Disguised _____ Crying _____ Broken

_____ Irrational _____ Rational _____ Angry

_____ Excited _____ Laughing _____ Righteous

_____ Slow _____ Distorted _____ Stutter

_____ Lisp _____ Calm _____ Incoherent

_____ Accent

Background Noises: _____ Voices _____ Airplanes _____ Street Traffic

_____ Animals _____ Party _____ Factory Machines

_____ Music _____ Horns _____ Office Machines

_____ Trains _____ Quiet _____ Bells

Familiarity:

_____ Did caller sound familiar?

_____ Did caller appear familiar with the building or area by his/her description of the bomb location?

Name of the person receiving the call: _____

Telephone number call received at: _____

Immediately after caller hangs up, report threat to school building authority and call 911.

CRISIS TEAM MEMBERS

District Crisis Team:

Position Name Phone Number(s)

Administrator Kevin Fitton 763-444-0342

Board Chair Roberta Provost 763-438-3100

Office Manager Lauri McKinnon 763-444-0342

**CPR/First Aid Certified Persons in School Building: Updated on
Name Certification
list**

DEMONSTRATION OR DISTURBANCE

Administrator:

- Ask demonstrators to disperse.
- Notify police, if necessary.
- Ensure the safety of students and staff first.
- Contain unrest. Seal off area of disturbance.
- Warn staff. Admin may initiate lock-down procedures. (See Lock- Down Procedures section)
- Move people involved in disturbance to an isolated area.
- Document incidents with cassette recorder or take detailed notes.

Teachers:

- Keep students calm.
- Lock classroom doors.
- Do not allow students outside of classroom until you receive an all-clear signal from Administrator.
- Make a list of students absent from classroom.
- Document all incidents.

HAZARDOUS MATERIALS

Incident occurred in school:

- Notify Administrator.
- Call 911. If identity and/or location of hazardous material is known, report information to 911.
- Evacuate to an upwind location, taking class roster.
- Seal off area of leak/spill. Close doors.
- Secure/contain area until fire personnel arrive.
- Fire officer in charge may recommend additional shelter or evacuation actions.
- Consider shutting off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Follow procedures for sheltering or evacuation.
- Administrator notifies pertinent crisis personnel.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- Fire or Police will notify school officials.
- Consider need for closing outside air intake, evacuation of students to a safe area or sheltering students in the building until transportation arrives.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- If evacuating, take class roster.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations after consulting with fire officials.

INTRUDER/HOSTAGE

Intruder – an unauthorized person who enters school property:

- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Ask intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office.
- Notify Administrator
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- Notify security or police and Administrator if intruder still refuses to leave. Give police full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Administrator may issue lock-down procedures (see Lock-Down Procedures section).

Witness to hostage situation:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify Administrator. (Administrator may wish to evacuate rest of building, if possible.)
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

SERIOUS INJURY/DEATH

If incident occurred in school:

- Call 911. Do not leave the victim unattended.
- Notify CPR/first aid certified persons in school building of medical emergencies. (Names of CPR/first aid certified person are listed in Crisis Team Members section.)
- If possible, isolate affected student/staff member.
- Initiate first aid if trained.
- Do not move victim except if evacuation is absolutely necessary.
- Notify Administrator.
- Administrator notifies pertinent personnel.
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Administrator notifies parent(s)/guardian(s) of affected student(s).
- Direct witness(es) to mental health services, inform parents.
- Determine method of notifying students, staff, and parents.
- Refer media to: Board Chair

If incident occurred outside of school:

- Activate school crisis team, as needed.

- Notify staff if before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to: Board Chair

Post-crisis intervention:

- Determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Follow-up with students and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

SHOOTING

If a person threatens with a firearm or begins shooting:

- *If you are outside* – go inside the building as soon as possible. If you cannot get inside, make yourself as compact as possible; put something between yourself and the shooter; do not gather in groups.
- *If you are inside* – turn off the lights; lock all doors and windows; shut curtains, if it is safe to do so.
- Students, staff and visitors should crouch under desks without talking and remain there until the Administrator or designee gives an all clear.
- Check the halls for wandering students and bring them immediately into your classroom, even if they are from another classroom. Notify the office if you have students from another class in your room when it is safe to do so.
- Teachers take roll and immediately notify the Administrator of any missing students or staff when it is safe to do so.

Administrator/Police Liaison:

- Assess the situation as to:
- The shooter’s location
- Any injuries
- Potential for additional shooting
- Call 911 and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Assist students and staff in evacuating from immediate danger to a safe area.
- Care for the injured as carefully as possible until law enforcement and paramedics arrive.
- Administrator refers media to district spokesperson per media procedures.
- Administrator prepares information to release to media and parents/guardians.
- Notify parents/guardians according to district policy.
- Hold information meeting with all staff.
- Initiate a grief-counseling plan.

SUICIDE

Suicide Attempt in School

Suicide attempt in school:

- Intervene prior to attempted suicide, as appropriate.
- Verify information.
- Try to isolate suicidal person from other students. Prevent others from witnessing a traumatic event if possible.
- **Call 911** if person requires medical attention, has a weapon or needs to be restrained.

- Notify school psychologist/counselor, Administrator and appropriate crisis intervention/mental health hotline number (see Emergency Numbers). Administrator activates Crisis Response Team members.
- Calm suicidal person.
- Stay with person until counselor/suicide intervention arrives. Do not leave suicidal persons alone.
- Administrator calls parent(s)/guardian(s) if suicidal person is a student.
- Administrator may schedule meetings with parents and school psychologist/counselor to determine course of action.
- Determine method of notifying staff and students. Initiate grief-counseling plan as appropriate.

If attempt results in death/serious injury:

- **Call 911.** Do not leave victim unattended.
- Notify CPR/first aid certified person in school building of medical emergency (names listed in Crisis Team section).
- Isolate victim if possible.
- Notify Administrator.
- Activate school crisis team. Designate staff person to accompany victim to hospital.
- Administrator notifies parent(s)/guardian(s) if victim is a student.
- Direct witness(es) to mental health services, inform parents.
- Determine method of notifying students, staff and parents.
- Refer media to: Board Chair
- Implement grief-counseling plan as appropriate.

TERRORISM

Chemical or Biological Threat

Upon receiving a phone call that a chemical or biological hazard has been planted in school:

- Complete the “Chemical/Biological Threat Phone Report?” and “Caller Identification Checklist” on the following pages.
- Listen closely to caller’s voice and speech patterns and to noises in background.
- Notify Administrator or designee.
- Notify local law enforcement agency.
- Administrator orders evacuation of all persons inside school building(s) or other actions, per school policy.
- If evacuation occurs, teachers should take a class roster.

Upon receiving a chemical or biological threat letter:

- Minimize the number of people who come into contact with the letter by immediately limiting access to the immediate area in which the letter is discovered.
- Ask the person who discovered/opened the letter to place it into another container, such as a plastic zip-lock bag or other envelope.
- Notify 911 and the Minnesota Duty Officer (800) 422-0798.
- Separate “involved” people from the rest of the staff and students for investigation purposes.
- Move “uninvolved” people out of the immediate area to a holding area.
- Ask “involved” people to remain calm until local County safety officials arrive.
- Ask “uninvolved” people to minimize their contact with the letter or their surroundings, because the area is now a crime scene.
- Limited decontamination and change of clothing for a person who opened or handled letter without any gloves may be appropriate. Get advice of County safety officials.

Evacuation procedures:

- Administrator notifies students and staff if evacuation is deemed necessary. Do not mention “terrorism” or “chemical or biological agent.”
- Report any unusual activities immediately to the appropriate officials.
- “Uninvolved” students and staff will be evacuated to a safe distance outside of school building(s), in keeping with school policy. After consulting with appropriate officials, Administrator may move students to Tower Civic Center, if indicated.
- Teachers take roll after being evacuated noting any absences immediately to the Administrator or designee.
- Students and staff “involved” in a letter opening or receiving a phone call will be evacuated as a group if necessary per consultation of the Administrator and Country safety officials.
- Administrator notifies students and staff of termination of emergency. Resume normal operations.
- Notify parents/guardians, according to district policies.

LOCK-DOWN PROCEDURES

One means of securing the school is to implement lock-down procedures. Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- School Administrator will issue lock-down procedures by announcing warning using designated system(s).
- Direct all students, staff and visitors into lockdown areas.
- Move all persons away from windows and doors.

Allow no one outside of classrooms until the School Administrator gives all-clear signal.

WEAPONS

Staff or student who is aware of a weapon brought to school:

- Immediately notify Administrator.
- Tell Administrator, the name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If teacher suspects that weapon is in the area, he/she should confidentially notify a neighboring teacher. Teacher should not leave the area.

Administrator:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.
- Ask another administrator or police liaison to join you in questioning student or staff member.
- Isolate student from weapon, if possible. If the suspect threatens you with the weapon, do not try to disarm him/her. Back away with your arms up. Stay calm.
- Accompany suspect to private office to wait for police.
- Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s)/guardian(s) if suspect is a student. Explain why search was conducted and results of search
- Document the incident, per reporting requirements established in Minnesota Statutes.

Emergency Phone Numbers

Fire, Ambulance, Police:

Emergency **911**

Local Police (non-emergency)

Local Fire (non-emergency)

Local EMS (non-emergency)

Sheriff (Isanti County)

Referrals:

Crime Victim Services Statewide (800) 247-0390
Hazardous Material/Poison Statewide (800) 422-0798
Report any Hazardous Materials-Leak or Spill to
Minnesota Duty Officer (24 hours) Metro Area (651) 649-5451
Poison Control Center Statewide (800) 764-7661
Disaster Assistance Statewide (800) 764-7661
American Red Cross Metro Area (651) 291-6780

Emergency Management Agencies:

DEM (Division of Emergency Management) (24-hour) Statewide (800) 422-0798

County Offices:

Emergency Management/Services/Preparedness

Local Offices:

Emergency Management Office: City of Isanti

Country Utilities Electricity: Connexus Power

Gas:

Water: City of Isanti

EMERGENCY ALERT SYSTEM (EAS) STATIONS

Listen to the following radio stations for information regarding a potential or impending emergency:

Radio:

- WLUP 105.3

Television:

- KMSP 9

Text:

Remind system

School:

Alerts will go out by Remind system.

Facebook Postings

School Website Alerts on Home Page

20. AWAIR Manual

Safety Responsibilities

Effective safety and health policies are the responsibility of the Admin Team Chair, the Admin Team and all employees.

Admin Team Chair:

The Admin Team Chair will reflect their responsibilities in district safety and health by setting a good example by complying with state and federal rules for health and safety protection. The Safety Coordinator's interest will be vocal, visible, and continuous throughout the school.

Admin Team Chair:

A primary responsibility of the district Admin Team Chair is to ensure safety and health in the building. To help accomplish this obligation, the safety coordinator will:

1. Assure that all safety and health rules, regulations, policies and procedures are understood and observed.

2. Require the proper care and use of all needed protective equipment.
3. Identify and eliminate job hazards as quickly as possible.
4. Inform and train employees on the hazardous chemicals and/or procedures they may encounter under normal working conditions or during an emergency.
5. Receive and take initial action on employee suggestions, complaints, reports, awards or disciplinary measures.
6. Train employees, new and experienced, in the safe and efficient methods of accomplishing each job or task as necessary.
7. Review accidents and establish preventative measures.
8. Review minutes of safety meetings and comply with new safety initiatives and/or procedures.
9. Participate in accident investigations and work site inspections.
10. Promote employee participation in the safety and health policy.

Employees:

To effectively control workplace injuries and illnesses, all staff is required to comply with the following list of policies and procedures:

1. Follow safe working practices, obey rules and regulations, and work in a way that maintains high safety and health standards.
2. Report any job-related injury, illness or property damage to the safety coordinator and promptly seek medical treatment.
3. Report hazardous conditions, unsafe equipment, floors, materials, and unsafe acts promptly to the safety coordinator.
4. Observe all hazard warnings.
5. Keep aisles, walkways and working areas clear of slipping and tripping hazards.
6. Know the location of fire/safety exits and evacuation procedures.
7. Keep all emergency equipment such as fire extinguishers, fire alarms, exit doors and stairways clear of obstacles.
8. Do not report to work under the influence of alcoholic beverages or drugs, or consume them while on work premises.
9. Refrain from fighting, horseplay or distracting any co-workers.
10. Operate only the equipment for which you are authorized and properly trained. Observe safe operating procedures for this equipment.
11. Follow proper safety lifting procedures at all times.
12. Be alert to see that all guards and other protective devices are in their proper place before operating equipment.
13. Do not wear frayed, torn or loose clothing, jewelry, long unrestrained hair or other sources of entanglement near moving machinery or around machinery.
14. Actively support and participate in our effort to provide a safe and healthy work environment.

Safety is everyone's business. By accepting mutual responsibility to follow safe work practices, we all contribute to the well-being of each other.

Admin Team

To help in the detection and elimination of unsafe working conditions and work procedures, the Admin Team has been established (DWC). DWC meetings will be held at the Art and Science Academy site in Isanti. The attendance and subjects discussed shall be documented and maintained on file for a period of one year.

Copies of the minutes are available in the office.

The following are the functions of the DWC:

1. Conduct in-house inspections with appropriate staff.

2. Assist in accident investigations to uncover trends.
3. Perform accident analysis.
4. Perform hazard recognition.
5. Review and revise policy/procedures.
6. Review and introduce appropriate personal protective equipment.
7. Perform safety audits.
8. Review accident reports to determine means of elimination.
9. Accept and evaluate staff suggestions, complaints or reports.
10. Review job procedures and recommend improvements.
11. Monitor the safety policy effectiveness.
12. Promote safety.

Identifying, Analyzing and Controlling Hazards

To assist in identifying, analyzing and controlling new or existing hazards, conditions and operations, district 4207 will perform the following activities:

1. Safety Inspections: Safety inspections will be done on a periodic basis and will be used as a proactive step in controlling workplace hazards by taking action to correct a hazard before an accident or illness occurs. The Admin Team and the Safety Coordinator will be responsible for doing inspections of work sites.
2. Periodic Review of OSHA 300 Logs and Analysis of Worker's Compensation Data: This information will be reviewed periodically by the Admin Team and analyzed for patterns that may indicate a hazard or hazardous work practice that has not been detected or controlled.
3. Employee Hazard Reports: District 4227 believes that staff plays a key role in discovering and controlling hazards that already exist or that may develop in the workplace. Employees are encouraged to report unsafe conditions or practices to their supervisors. These hazards can be presented by the employee in the following methods:
 - a. Oral Report: Employees must report a hazardous condition to a member of the Admin Team. When an employee's concern is valid, the member of the Admin Team has the responsibility to correct the hazard. The Admin Team is committed to respond to hazardous situations in an appropriate and timely manner.
 - b. Written Report: If an employee feels it is necessary, he or she should complete a Safety Hazard Report Form and submit it to the Admin Team as a written documentation of their concern. The Admin Team will review a copy of all reports. Safety Hazard Report Forms can be obtained from the Safety Coordinator or the bulletin board.

Communication

Communication of District 4227's safety and health policy to employees will be done by both formal and informal methods.

1. Communication will be done through employee orientation, training and staff meetings. All current employees will be trained initially and annually thereafter on the areas covered in this policy.
2. Providing a copy of this safety policy to each staff member will constitute informal communication.

Accident Investigation

Since all accidents or incidences result, or could result, in a personal injury or property damage, the Safety Coordinator will investigate damage, all accidents and near misses. Employees shall be instructed that all accidents, no matter how minor, must be reported promptly to their Safety Coordinator.

Safety/Health Investigation Reports should be filled out completely by the injured employee and the Safety Coordinator and submitted to the Administrator. The Safety Coordinator has the responsibility to investigate the matter as soon as possible after receiving the report and to take corrective action, if possible, to prevent further occurrences. Staff should be told that an investigation of an accident is not designated to assess blame, but to determine the cause of the accident so corrective action can be taken to prevent reoccurrence. All accidents and near miss reports will be reviewed monthly by a minimum of at least two Admin Team members.

Disciplinary Policy

All staff members shall be held accountable for complying with the policies and procedures set forth in this policy. To ensure compliance with this Workplace Accident and Injury Reduction Policy, District 4227 has established and implemented a disciplinary procedure.

This procedure is not intended to punish employees; however, District 4227 believes that all staff needs to be held accountable for their actions.

The goal of this procedure is to ensure that employees are protected from accidents and injuries that could have been prevented.

The following disciplinary procedures will be enforced if employees:

1. Refuse to follow safety policies and procedures as stipulated by District 4227.
2. Engage in unsafe work habits; or
3. Create unsafe working conditions that endanger themselves or others.

While it is expected that the disciplinary action will often proceed in the following order, steps may be omitted or added at the discretion of the School Board.

First Violation: Verbal warning with written memo. A written copy of the memo goes to the Safety Coordinator and personnel file.

Second Violation: Written warning. A written copy to personnel file and (Same offense) Admin Team.

Third Violation: Possible suspension of up to one week. (Same offense)

Fourth Violation: Possible termination of employment. (Same offense)

The primary goal of this disciplinary procedure is to control unsafe acts and conditions in order to prevent accidents.

Custodial Work

Floor work areas shall be kept clear of materials, equipment, cords, etc. which could cause injury due to slipping, tripping, etc.

Approaches to doorways, sidewalks and other areas where persons might be entering or leaving the building shall be sanded or salted when snow and ice are present to avoid injuries.

Back Safety

Back injuries are among the most frequent types of injuries. The stress and strain of lifting and moving can often be reduced or eliminated by changing the task.

Manual lifting is the main cause of back injuries. Use mechanical lifting aides when possible. Never attempt to lift an object that is too heavy or awkward for you to handle alone.

Before attempting to lift an object by hand, you must:

1. Determine whether additional help will be needed to safely handle the load because of its weight or shape, and obtain such help if needed.
2. Remove any greasy substances from your hands before lifting.
3. Be sure you have a good, firm footing and never attempt to lift while in an awkward position.

When lifting the object:

1. Get close to the load. Take a wide stance and position feet shoulder width apart.
2. Keep your back vertical and bend your knees.
3. Grab the load with your whole hand and bring the object close to your body.
4. Lift slowly with your legs and feel the load react through your legs.
5. Hold the load as close as possible and keep it centered over your legs.
6. Never twist or turn while lifting. Shift your feet in order to turn the load.

Slips and Falls

Slips and falls are the third leading cause of work-related injuries. Follow these safe work practices to avoid such injuries:

1. Wear safe, strong shoes or boots, which are in good repair, and safety boots when required.
2. Watch where you step. Be sure your footing is secure.
3. Pick up litter in your work area to prevent tripping.
4. Keep aisles, walkways, floors and stairs free of slippery materials, tools and clutter.
5. Walk when moving around. Don't run.

Ladder Safety

Always inspect a ladder before using it. The use of ladders with broken or missing rungs or steps, broke or split rails, or other faulty or defective construction is prohibited. When ladders with these defects are discovered, notify the Safety Coordinator, and the ladder will be taken out of service until repaired or replaced.

Use only a ladder for climbing. The use of chairs, boxes or makeshift materials invites injury. Ladders must be kept free of oil, grease or other slippery materials on climbing or gripping surfaces. Be sure that the ladder is equipped with safety feet or that the ladder is secure from slipping at both the top and bottom.

The ladder feet must be placed on a substantial base, and the area around the top and the bottom of the ladder shall remain clear from obstructions. Never use a metal ladder around electrical equipment, electric wiring or when changing light bulbs. Ladders constructed of non-conducting materials, such as fiberglass, must be used around electrical equipment. When reaching from a ladder, keep your shoulders inside the vertical stringer. If you must reach further, move the ladder. When placing a ladder, be sure that the foot of the ladder is at least 1/4 of the ladder height from the vertical. If used to reach a platform, the rails should reach at least three feet above the work surface.

When using the ladder:

1. Never allow more than one person to climb a ladder at the same time unless the ladder is designed to support more than one person at a time.
2. Climb or work with your body in the middle of the ladder.
3. Never step or stand higher than the step or rung indicated on the ladder as being the highest standing level.
4. Never climb onto the ladder from the side or from one ladder to another.
5. Always use proper safety measures to prevent contact with the live circuits when working in areas containing live circuits.
6. Never erect a ladder on scaffolding to gain additional height unless the ladder is specifically designed for that purpose.
7. Always use protective equipment, if appropriate, to minimize injury if a fall occurs.

Hand Trucks

Do not overload a two-wheel hand truck. To make sure the load is stable; place it so that the weight is on the axle and not on the handle. Never pile a load so high that it might fall or prevent you from seeing ahead. Hand trucks are meant to be pushed, not pulled. Watch where you are going with a hand truck at all times. Be sure of clearance so you won't injure your hands. Be careful of objects on the floor that can pitch your load forward. When you leave a hand truck, put the handle up so it will not be a tripping hazard.

Electrical Safety

Employees are not permitted to do any electrical safety work. No employee shall expose him or herself or others to energized electrical circuits. Never use electrical equipment around water unless it is specifically designed for such use.

All electrical appliances must be UL listed and in good working condition.

Deficiencies such as missing ground, broken or cut cord, etc, must be repaired or replaced before using. Report those deficiencies to the Safety Coordinator. Never attempt to repair these items yourself.

Extension cords must be kept to an absolute minimum. Extension cords shall not be used in place of fixed wiring. If additional outlets are needed, talk to the Safety Coordinator about installing an outlet. If that is not possible, use a power strip complete with over-current/surge protection.

If you must use an extension cord, inspect prior to use. Follow this procedure:

1. Make sure the cord is free of cuts or abrasions through outer insulation.
2. Examine the plug to be sure that the insulating discs are in the proper position, and that the prongs are not loose or missing.
3. Check for evidence of loose or damaged parts, switches, shields, etc. If damage is noted, do not use the cord. Inform your Safety Coordinator of the defective cord.
4. Inspect receptacles for burn marks, cracked or broken insulation, missing covers or other defects. Inform the Safety Coordinator and do not use the receptacle.
5. If you find a receptacle that is loose, inform the Safety Coordinator.
6. Never yank cord to disconnect from the receptacle.

When operating electrical equipment, follow these steps:

1. Make sure the plug is correctly and securely seated in the receptacle.
2. If any shock is felt when using the equipment, shut it off immediately, unplug it, and inform the Safety Coordinator.
3. If the equipment does not operate, disconnect the plug and inform the Safety Coordinator.
4. Never turn off equipment by pulling the cord. Turn off the switch and then pull the plug from the receptacle.

Office Safety

Files, Desks and Cabinets

Bottom drawers in file cabinets shall hold the heaviest load whenever possible.

Never open more than one file drawer at a time. The file unit may become too top heavy and fall forward when more than one drawer is pulled out. If possible, file cabinets should be fastened so they cannot tip forward.

Desk and file drawers, cabinet and bookcase doors shall be closed when not in use. Be careful not to pull drawers of files and desks all the way out. When emptying drawers in file cabinets, always empty the top drawer first.

Sit squarely on chairs. Do not sit to one edge as this can propel a chair from under you. Furniture should be examined periodically for weakened or broken parts. Any furniture needing repairs should be placed in non-use status until repaired or replaced.

Sharp and Pointed Objects

Razor blades and pins should be kept in containers and never left loose in desks or thrown in wastebaskets. Sharp and pointed articles such as knives, pencils or envelope openers should not be left near the edge of a desk or any other place where there is a possibility they may puncture or cut someone. Never carry an unprotected sharp-pointed article in your pocket.

Housekeeping and Waste Disposal

All storage and supplies rooms shall be kept clean and in good order.

Washrooms and toilet facilities shall be kept clean at all times. Suitable containers shall be provided for scrap paper and other types of rubbish.

Fluorescent tubes shall be disposed of intact. Extreme care must be exercised to prevent breakage, as the material inside can be dangerous.

Office Machines and Electrical Devices

Electric fans and other equipment shall be placed where they will not endanger personnel or equipment. Hazardous belts, gears, pulleys and all rotating parts in office machines shall be guarded. Be extremely cautious when leaning over office equipment with long hair or jewelry.

If you must perform routine maintenance on pieces of office equipment, unplug the machine prior to repair and keep the plug in your sole possession. This will alleviate someone plugging the machine in while you are working on it.

Tripping and Slipping Hazards

Aisles, halls and stairways shall be clear of objects likely to cause employees to fall. All employees should use extreme caution in going up or down stairways and steps. Often severe injuries occur in falls on stairs that are in safe condition because the employee does not use care ascending or descending.

Watch for and report immediately any slippery substances spilled on floors.

Do not stand on swivel chairs or any other type of chair or box to reach high shelves. Use a stepladder. Do not lean backward against a wall while sitting in a straight chair. Do not lean the chair back on two legs.

General

Any loose objects found on the floor create a hazard. Pick them up regardless of how they got there. Always keep to the right in corridors and on stairways. Use the handrail on stairways. Approach closed doors with caution to avoid bumping someone or being bumped.

Ergonomics

District 4227 strives to provide a workplace that is free from recognized hazards that are likely to cause death or serious physical harm, including repetitive stress injuries (RSI's), like carpal tunnel syndrome, tendonitis, etc.

The purpose of this information is to describe District 4227's commitment and plan to address ergonomics and the prevention of work-related musculoskeletal disorders (MSD's). This program applies to all work operations.

District 4227 recognizes the importance of ergonomics both:

1. As a part of our overall safety effort, and
2. To improve quality and efficiency in our jobs.

Our goal through this ergonomics program is to prevent MSD's by eliminating or minimizing the risk factors that cause them, as well as to achieve early recognition and conservative treatment of any individual who is experiencing symptoms or discomfort related to these issues.

This program provides for a series of specific actions to be implemented through a period of time, with the ultimate goal of integrating ergonomics into day-to-day business. The process promotes continuous improvement in the efficiency, comfort and well-being of all employees through a team effort.

Organization and Resources

Employees are responsible for all activities in this program in accordance with their normal job functions. The purpose of the Admin Team is to coordinate and assist in implementing the program.

Workstation Analysis

It is the goal of District 4227 to have state-of-the-art equipment and operations, and to maximize safety and ergonomics for all employees. Consequently, all feasible ergonomic improvements will be implemented, subject to normal budgetary constraints.

Methods to generate ideas for improvement include the following:

- Admin Team members will keep informed of improvements within the industry.
- Employees will provide ideas and discussion as part of the training and additional surveys.

Video Terminal Displays

Ideal working posture permits a 90-degree angle between the upper and lower arms, leaving the forearms horizontal. The angle between the upper and lower leg should also be 90 degrees. A footrest elevating the feet slightly can be helpful.

For comfortable viewing, the VTD should be placed directly in front of the operator, at the height that is approximately eye-level, and between 18-20 inches away from the operator.

To minimize eyestrain, the source document should be placed in a document holder on the same plane as the VTD screen, so that the operator is not forced to refocus continually between the two surfaces. To prevent eye dryness, make a conscious effort to blink often. Eye drops can also alleviate eye dryness.

Repetitive Motion

Using any motion to perform your job once or twice may not cause problems, but when you use the same motion repeatedly for a long period of time, it can cause strain, discomfort, illness or disability. The problems are called "repetitive motion illnesses" or "cumulative trauma injuries" – conditions that develop over time.

Some causes of repetitive motion injuries include, however, are not limited to:

- Performing jobs that require repetitive, twisting hand or wrist movements or jobs which require working with the wrist in a bent position.
- Awkward posture from a job that forces your body into an uncomfortable position.
- Excessive forces: such as doing a task that places extra pressure onto your hands, wrists, back, shoulder or elbow.
- Incorrect layout of a workstation- having the chair height too high or low, or excessive reaching or bending.

Priority will be given to find ways to reduce repetitive motion. Working with your body in a neutral position: your shoulders and back relaxed, and your neck straight with elbows/arms close to your body, will help prevent injuries.

Policy Review

District 4227 understands that due to anticipated changes in the work environment, applicable safety and health standards, work procedures and accident experience, District 4227 will triennially review and update this Workplace Accident and Injury Reduction (AWAIR) Policy.

The DWC, who is responsible for achieving effective implementation of the policy, will conduct this triennial review and update. Appropriate approval and documentation will be requested from the School Board.

Safety/Health Investigation Report Art and Science Academy ISD #4207 See AWAIR Report Blank

Directions: To be completed on all “near misses”, all accidents requiring medical treatment, and any accidents that may have been preventable or if corrective action is likely to prevent recurrence.

1. Complete information as to type of accident, who was involved, where and when it occurred.
2. Describe accident (or near miss), including all persons involved, and preceding events that may have been a factor. Describe injuries and treatment. Be sure to note if 911 was called, or if other medical treatment was done or advised.
3. Describe suggested corrective or preventative action recommended.
4. Admin Team member describes what follow-up will be done, by whom and when it will be completed.
5. Record what the current condition is of the injured person and any likely long term effects because of the accident.

21. Nutrition and Physical Activity Policy/Plan

Art and Science Academy Wellness Policy/Plan

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Preamble and Statement of Policy

Art and Science Academy (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.^{i,ii,iii,iv,v,vi,vii} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{viii,ix,x} 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.^{xi,xii,xiii,xiv} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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. District Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least once 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 to the extent possible include representatives from all stakeholder groups and reflect the diversity of the community. The school board already meets much of this role and several times through the year, input from the community is solicited about programs. During comment periods all members of the community are welcome to provide input including: parents, students, SFA officials, teachers, health professionals, and professional associations.

Leadership

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

The designated official for oversight is Kevin Fitton, School Administrator.

Name	Title / Relationship to the School or District	Email address	Role on Committee
Kevin Fitton	School Administrator	Kevin.fitton@artandscienceacademy.k12.mn.us	Main point of contact and coordination of policy
Roberta Provost	Board Chair	Roberta.provost@artandscienceacademy.k12.mn.us	Board oversight and evaluation of implementation
TBD			
TBD			

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](#) 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: <https://www.artandscienceacademy.k12.mn.us/>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Administrator's Office and/or on Google Drive. 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 events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District contacts that are 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;
- 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 Kevin Fitton, School Administrator.

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

The District 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), the School Breakfast Program (SBP), and *the Fresh Fruit & Vegetable Program (FFVP)*. The District also operates additional nutrition-related programs and activities including Backpack Buddies. 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. (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 (instead of chaffing dishes or hotel pans).
 - Fruit is available 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.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - 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 decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - *Menus will be posted on the District website.*
 - *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 (meets Healthy Schools Program Gold-level criteria).*
 - *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.*

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements as set in MDE food service guidelines.

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.

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

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 will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used 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 [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

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. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

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 such as math, science, language arts, social sciences and elective subjects;
- 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.^{xv} 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 (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- 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 considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

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 and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). 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 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.

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 (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). 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 **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.

Essential Physical Activity Topics in Health Education

The District will include Health Education as a part of the PE curriculum. 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
- 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.

Classroom Physical Activity Breaks (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 times where possible. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Active Transport

The District will support active transport to and from school, such as walking or biking.

V. 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.

The school is 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.

Community Partnerships

The District will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, 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 during the triennial assessment.

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.

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.

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