

BELLEVIEW SCHOOL DISTRICT
Model Wellness Policy Comparison
Triennial Review 2022-2023

Component	Description
Tool used for Model LSWP Comparison:	Action for Healthy Kids' School Health Index, Elementary School Version.
Areas of Strength:	<p>1. Compliance with National School Lunch Program and School Breakfast program nutrition standards.</p> <p>2. Students receive regular physical education and participate in abundant physical activity. Families have multiple opportunities for involvement.</p> <p>3. The district continues to promote healthy food and beverage choices for all students across the school campus during the school day and encourages participation in school meal programs.</p>
Opportunities for Improvement	<p>1. Competitive foods and beverages must align with California-specific Smart Snack Standards.</p> <p>2. Social-Emotional Climate should be more specifically addressed in the LSWP.</p> <p>3. Classroom activities will prohibit using food as a reward or punishment and prohibit withholding recess as punishment.</p>
As a result of the comparison, was new language adopted in the School Wellness Policy?	<p><input checked="" type="checkbox"/> Yes -</p> <p><input type="checkbox"/> No- New language will be proposed to be adopted by the school board.</p>
If yes, briefly describe what was adopted (include page numbers for new language if possible)	<p>New language has been added, and was presented to the school board for approval around the following:</p> <ul style="list-style-type: none"> - Alignment with California Smart Snack Standards, prohibiting caffeinated and energy drinks for students during the school day and during sports.

Component	Description
Describe next steps for strengthening your School Wellness Policy	<ol style="list-style-type: none"><li data-bbox="526 243 1354 317">1. Present updated wellness policy to the School Board for approval.<li data-bbox="526 317 1289 352">2. Notify the public of the changes made to the LSWP.<li data-bbox="526 352 1354 426">3. Provide training to school sites on implementing the new wellness policy components.

BELLEVIEW SCHOOL DISTRICT

Extent of Compliance for All Schools with the LSWP, Triennial Review 2022-2023

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education/Physical Activity Requirement Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.	0	0	1 OF 1
Nutrition Education/Physical Activity Requirement Teachers and other staff are provided with training on nutrition and PA education.	0	0	1 OF 1
Nutrition Promotion Requirement The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.	0	0	1 OF 1
Other Student Wellness Requirement(s) The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.	0	0	1 OF 1
Federal/State Meal Standards All schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will	0	0	1 OF 1

Policy Area
(Write the requirements included in your LSWP in the column below)

	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
provide meals that meet the nutrition standards for school meals as determined by the U.S. Department of Agriculture (USDA).			
Foods Offered but Not Sold Standards The district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snacks Standards.	0	0	1 OF 1
Food and Beverage Marketing All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks Standards	0	0	1 OF 1

District- Level Local School Wellness Policy (LSWP) Components For the components below, indicate whether the district is in compliance

Public Involvement The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the LSWP.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Public Notification The district will actively inform caregivers and the public each year of basic information about the LSWP.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

District- Level Local School Wellness Policy (LSWP) Components

For the components below, indicate whether the district is in compliance

Triennial Assessment	
<ul style="list-style-type: none">• Once every three years, the district will assess the LSWP by completing the following: Comparing district LSWP to a model LSWP• Assessing the extent of compliance for all schools with the LSWP• Assessing the progress made in attaining the goals of the LSWP	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

BELLEVIEW SCHOOL DISTRICT

Progress in Reaching LSWP Goals – Triennial Review 2022-2023

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<p>Nutrition Education and Physical Activity Goal Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.</p>	Partially	<p>The district adopted evidence-based curriculum for nutrition and Physical Education that is aligned with National Health Education standards for grades K-6. The district has not yet adopted curriculum for all grade levels.</p> <p>100% of K-6th grade teachers indicated they implemented lessons from the approved curriculum list.</p>	<p>Attachment 1 : list of approved curricula</p>
<p>Nutrition Promotion Goal The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.</p>	Yes	<p>District distributes healthy food and beverage promotional materials on an annual basis to all schools.</p> <p>School website include menus for school meals, and events that promote physical activity.</p> <p>All schools promote school meal participation through morning announcements.</p>	<p>Attachment 2: Images of promotional materials</p>
<p>Other Student Wellness Goal The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring students have access to</p>	Yes	<p>All school sites have access to highlight qualified medical professionals. Each school site has a medical professional accessible at least one day per week or on call as needed.</p>	<p>Attachment 3: Summary of services provided to students through school health services.</p>

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.			

Access to a Broad Course of Study (LCFF Priority 7)

Attachment

1

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LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The locally selected measures that the District is using to track to the extent to which all students have access to and are enrolled in a broad course of study, include the following:

- Grades K-8, (Unduplicated Students and Individuals with Special Needs) Eureka and Big Ideas Math, Benchmark ELA, iReady Diagnostic and Daily Practice for Reading & Math
- Grades K-8 (Unduplicated Students and Individuals with Special Needs) SPARKS Physical Education Curriculum
- Grade K (Unduplicated Students and Individuals with Special Needs) - Kindergarten Assessment that is a locally developed comprehensive test for literacy and math.
- Grade 1 (Unduplicated Students and Individuals with Special Needs) Literacy & Fluency test that is a locally developed test specifically for 1st graders to test reading fluency.
- Grades K-2 (Unduplicated Students and Individual with Special Needs) iReady Daily Practice and Diagnostic in reading and math
- Grades 3-8 (Unduplicated Students and Individuals with Special Needs) CAASPP ELA & Math (no students take CAA)
- Grades 3-8 (unduplicated Students and Individuals with Special Needs) Get More Math Program
- Grades 5 & 8 (Unduplicated Students and Individuals with Special Needs) CAST State Science Test
- Grades 5 & 7 (Unduplicated Students and Individuals with Special Needs) PFT - the State's Physical Fitness Test
- Grade 8 (Unduplicated Students and Individuals with Special Needs) - Scholastic Math Inventory (SMI) and the Scholastic Reading Inventory (SRI). This test is administered to diagnose students in order to select the appropriate placement for them in high school English and Math classes.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students have access to a broad course of study. In addition to the locally selected measures, teachers utilize a standards-based report card and measure student growth on curriculum embedded assessments in most subject areas. In addition to all the regular subjects, PE is offered to all students in K-8 and music is offered on a limited basis (Ukulele lessons) and in the after school program. Students in grades 6-8 have electives that include Leadership, Robotics, Engineering, Art, Yearbook, School Newspaper, Art, etc. All students in grades K-8 have 1:1 Chromebooks so technology is readily accessible.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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The main barrier is funding and a high number of students identified as having special needs, as well as interventions for struggling students. We currently have 17% of our students identified as qualifying for special education services. SELPA has imposed a site funding model and the costs of providing services to our students with special needs has tripled. Results of our LCAP Stakeholder survey indicate a need for intervention for students struggling with behavior and academics. In order to remedy this challenge, Belleview has performed a "Program Transfer" in collaboration with SELPA for our Speech Program and will continue to hire its own Speech Therapist in 23/24.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Additional funds have been allocated in 2023-2024 to address the needs of our special education population as well as the remediation needs for learning loss experienced in the previous two years during the pandemic. Additional aides have been hired to provide 1:1 support to students so that they can be fully included in to the regular classroom. A PE specialist was hired to provide physical education to students, while the classroom teacher can provide intervention as needed. A retired teacher and additional instructional aides also provide general classroom support that allows the teacher to work with smaller groups who need additional assistance.



Health Services Department

Dear Parents,

In order to promote the best environment for maintaining health of all our students and staff, we offer the following health information.

The most common illnesses of children are upper respiratory infections (colds, sinusitis, tonsillitis, bronchitis, sore throat) and diarrhea. These conditions can be symptomatic of more involved illnesses. Most often however, they are infections within an age/developmental group where hygiene habits are just being learned. Therefore, the following are guidelines to assist you with the decision whether or not to send your child to school:

A child should **NOT** attend school if he/she has any of the following symptoms:

1. A fever, taken with an **oral** or **otic** (ear canal) electronic device, **reading over 100.4**
2. **OR a temporal electronic device, taken 3-4 times with an average reading over 100°F**
3. Severe sore throat, presence of green or yellow phlegm
4. Copious nasal discharge; yellow or green in color
5. Frequent loose or liquid stools
6. Any body rash that is not firmly related to contact with an irritant, i.e., poison oak
7. Itching, watery, discolored eye drainage (yellow, white, green drainage, crust formation) or red eyes (Not contributed by any known allergy)
8. Nausea and/or vomiting
9. Ear drainage or ear pain (see your healthcare provider)
10. Persistent and/or productive cough

If your child exhibits any of the above conditions, it is best to have the child stay home so they can rest and be observed for any other factors that might affect their overall well-being. If they have a fever, **they should be fever free for 24 hours without medication** before returning to school. Please note, in certain instances discretion will be necessary, such as if a child has an oral temperature of 100 and a slight nasal discharge during flu season. In such situations you may be asked to consult a healthcare provider and obtain a written note indicating your child may return to school.

In addition, it is important to note that at times there may be other students within your child's classroom who may require hospitalization for a severe illness following exposure to a common infectious disease.

Yours in Good Health,

Tuolumne County Schools Nurses
Kendra Ziepfel, RCSN-P (209) 536-2049
Health Services Line: (209) 536-2045
(Attachment: CDC Illness Chart)

WHEN TO CALL PARENT/ GUARDIAN OR SEND A STUDENT HOME FROM SCHOOL

Information compiled from CDC (Centers for Disease Control); and DOH (Department of Health)

Deciding when to send a student home from school is not always easy. It's important for children to attend school and for some parents staying home means missing work. But when a child is truly sick, they need to stay home in the care of an adult to get well and to prevent spreading illness to others.

The following information to decide when to send a child/ student home from school. Please follow the following information to notify parents as well:
<p>COUGH: A mild hacking cough often starts after the first few days of a common cold. A child with mild symptoms, no fever and otherwise feeling well may be fine at school.</p> <p>WHEN TO SEND A STUDENT HOME: A child with deep or uncontrollable coughing belongs at home even without a fever. A child with cough and fever must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.</p>
<p>DIARRHEA/ VOMITING:</p> <p>WHEN TO SEND A STUDENT HOME: Children who have vomited or had diarrhea should be kept at home and should return to school only after being symptom-free for 24 hours.</p>
<p>EARACHE: Consult school nurse for earaches. Ear infections may require medical treatment.</p> <p>WHEN TO SEND A STUDENT HOME: A child should stay at home until pain free.</p>
<p>FEVER: Fevers are a common symptom of viral and bacterial infection. Children are likely to be contagious to others when they have a fever.</p> <p>WHEN TO SEND A STUDENT HOME: Any child with a fever of 100°F or higher should not attend school and should not return until they have been fever free for 24 hours. A child with flu-like illness (fever and a cough) must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine.</p>
<p>HEADACHES: A child whose only complaint is a mild headache usually does not need to be sent home from school. Complaints of frequent or more severe headaches can be noted to parent for parent to make decision if child needs to be evaluated by a medical provider, including vision exam if needed.</p> <p>WHEN TO SEND A STUDENT HOME: A child with a significant headache should be send home only after contacting both school nurse and parent.</p>
<p>HEAD LICE: are tiny insects that live only on human scalps and hair. They do not cause illness or carry disease. An itchy scalp is the most common symptom. Adult lice are reddish brown, about the size of a sesame seed and can be hard to see. Lice lay nits (eggs) on strands of hair close to the scalp. Nits are easier to see than lice, look like tiny tan or white dots and are firmly attached to hair. Nits can usually be seen near the scalp behind ears, at the nape of the neck and under bangs. The most important step for getting rid of head lice is daily careful nit removal for at least 14 days using a special lice comb and by "nit picking". In addition, over the counter and prescription treatments are available.</p> <p>WHEN TO SEND A STUDENT HOME: Student should be send home only if a live louse is found on head. The student is to remain at home until all live lice have been removed and home treatment has been administered. Student can remain in school even if nits are still present.</p>
<p>IMPETIGO: is a contagious bacterial skin infection that usually begins with small fluid filled blisters that cause a honey-colored crust on skin after bursting. It is important to have these symptoms evaluated by a medical provider because untreated infection can lead to serious complications. 24 hours after starting prescribed antibiotics, impetigo is no longer contagious.</p> <p>WHEN TO SEND A STUDENT HOME: School nurse should be contacted if impetigo is detected. The nurse will then make decision if student should go home. Student is to stay home and may return 24 hours after starting prescribed antibiotics and impetigo is no longer contagious. Area should be covered at school at all times.</p>

PINKEYE (Conjunctivitis) is a common infectious disease of one or both eyes caused by several types of bacteria and viruses. The eye typically appears very red and feels irritated. There may be drainage of mucous and pus or clear liquid. Prescription medication may be needed to treat bacterial infection. Virus-caused pink eye will not need antibiotic treatment.

WHEN TO SEND A STUDENT HOME A student with the above symptoms should be kept at home until evaluated by a medical provider and return to school with or without treatment depending on the diagnosis and note from a doctor.

RASHES A rash may be one of the first signs of a contagious childhood illness such as chickenpox. Rashes may cover the entire body or be in only one area and are most contagious in the early stages.

WHEN TO SEND A STUDENT HOME Contact school nurse and have her make decision about rash before sending or calling parent.

SORE THROAT: A child with a mild sore throat, no fever and otherwise feeling well may be fine to attend school.

WHEN TO SEND A STUDENT HOME If student has fever or no fever and or is in severe distress or pain contact parent and child should be send home and can come back with a doctor note.

STREP THROAT: A significantly sore throat could be strep throat, a contagious illness. Other symptoms may include fever, white spots in the back of the throat, headache and upset stomach. Untreated strep throat can lead to serious complications.

WHEN TO SEND A STUDENT HOME If student has above symptoms contact school nurse. If student is diagnosed with strep throat he or she is no longer infectious and can return to school 24 hours after antibiotic treatment has been started.

STOMACH PAIN:

WHEN TO SEND A STUDENT HOME Consult with school nurse and contact parent if child has stomachache that is persistent or severe enough to limit activity. If vomiting or diarrhea occurs, the child needs to stay home until symptom free for 24 hours.

HEALTHY HABITS to STAY WELL and PREVENT SPREADING GERMS

WASH YOUR HANDS OFTEN with soap and water especially after coughing, sneezing or blowing your nose. Alcohol-based hand cleaners are also effective.

Avoid touching your eyes, nose or mouth to help prevent the spread of viruses.

Don't share food, utensils, beverages or anything that might be contaminated with germs.

Try to avoid close contact with sick people.

Stay home when sick, especially with flu-like symptoms of fever and cough. Stay home for at least 24 hours after being fever free without the use of fever reducing medicine.

Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash and wash your hands.

Cough and sneeze into your sleeve or elbow instead of your hands if you don't have a tissue.

Wear a mask if you're asked.

Clean surfaces that may be contaminated with germs using household disinfectant cleaners.

Belleview School Lunch Menu for May 2023

Mon	Tue	Wed	Thu	Fri
1 Meatballs n Gravy, Roll, Mashed Potatoes, Corn, Fruit, Milk	2 Walk-in Taco, Lettuce, Tomato, Peas, Fruit, Milk	3 Beefy Cheesy Pasta, Salad, Carrots, Fruit, Milk	4 Grilled Cheese Sandwich, Broccoli, Cauliflower, Fruit, Milk	5 Tamales, Rice, Green Bean, Mix Veggies. Fruit, Milk
8 Chicken Tomato Bake, Spinach, Mix Veggies, Fruit, Milk	9 Chicken Enchiladas, Corn, Cauliflower, Fruit, Milk	10 Pot Stickers, Rice, Broccoli, Carrot Sticks, Fruit, Milk	11 Sliced Ham, Au Gratin Potatoes, Roll, Green Beans, Fruit, Milk	12 BBQ Chicken Breast, Lettuce, Tomato, French Fries, Fruit, Milk
15 Breakfast for lunch, Strawberries, Hash Brown, Milk	16 Chicken Fajitas , Tortilla, Cheese, Beans, Corn, Fruit, Milk	17 Sloppy Joes, Bun, Peas, French Fries, Fruit Milk	18 Dunkers (cheesy Bread Stick), Marinara Sauce, Broccoli, Fruit, Milk	19 Turkey Sub, Chips, Lettuce, Tomato, Carrot Stick, Fruit, Milk
22 Fish Nuggets, French Fries, Cole Slaw, Fruit, Milk	23 Turkey Tacos, Cheese, Lettuce, Tomato, Beans, Fruit, Milk	24 Buffalo Chicken Meatballs, Ranch Rice, Celery Stick, Pea, Fruit, Milk	25 Uncrustable, Chips, Broccoli, Carrots, Fruit, Milk	26 Hamburgers, Bun, French Fries, Lettuce, Tomato, Fruit, Milk
29	30 Nachos, Cheese, Taco Meat, Chips, Beans, Olives, Salsa, Fruit, Milk	31 Cooks Choice	June 1 Tuna Sandwich, Chips, Carrots, Celery, Fruit, Milk	Salad Bar Weeks 5-2-23 Salad bar salad 5-10-23 Taco Salad 5-16-23 No Salad Bar 5-22-23 No Salad Bar 5-30-23 No Salad Bar

We offer 1% milk or fat free milk daily, menu may change without notice. USDA is an equal opportunity provider and employer. Belleview School is utilizing the Universal Meals program. With that student meals are at no charge, A la carte Milk price \$0.50, adult meals price \$5.00



Carmel Portillo <cportillo@mybellevue.org>

County School Nurse Assignments

2 messages

Kendra Ziepfel <KZiepfel@tcsos.us>

Thu, Sep 8, 2022 at 1:20 PM

To: Jocelyn Perlow <JPerlow@tcsos.us>, Sarah Gillum <SGillum@tcsos.us>, Kim Flower <KFlower@tcsos.us>, Scott Diehl <SDiehl@tcsos.us>, Kalie Gonzalez <KGonzalez@tcsos.us>, Bonnie Cozad <BCozad@tcsos.us>, Amy Belding <ABelding@tcsos.us>, Paul Nelson <PNelson@tcsos.us>, Carmel Portillo <cportillo@mybellevue.org>, Adelina Bustamante <abustamante@mybellevue.org>, Barbara Gissler <bgissler@mybellevue.org>, Wynette Hilton <whilton@bofg.org>, Michele Hessler <mhessler@bofg.org>, Mitch Heldstab <mheldstab@cusd49.com>, Lori Stewart <lstewart@cusd49.com>, Amber Pullen <apullen@cusd49.com>, Rick Hennes <rhennes@cusd49.com>, Dawn Mori <dmori@ccreekmustangs.com>, Stephen Sweitzer <ssweitzer@ccreekmustangs.com>, Cindy Rhorer <crhorer@ccreekmustangs.com>, Jennifer Warren <jwarren@goldrushcs.org>, Hannah Davis <hdavis@goldrushcs.org>, Mary Rosiles <mrosiles@goldrushcs.org>, Contessa Pelfrey <cpelfrey@jespanthers.org>, Carrie Martin <cmartin@jespanthers.org>, Michelle Keefe <mkeefe@jespanthers.org>, Lorraine Lewis <llewis@jespanthers.org>, Cheryl Griffiths <cgriffiths@sesk12.org>, Christopher Boyles <cboyles@sesk12.org>, Kim Edwards <kedwards@sesk12.org>, "Newman, Theresa" <tnewman@sesk12.org>, "Lewis, Kathryn" <klewis@sesk12.org>, Ed Pelfrey <epelfrey@sonorahigh.org>, Karen Sells <ksells@sonorahs.k12.ca.us>, William Sarkisian <wsarkisian@sonorahs.k12.ca.us>, Mary Lindsley <mlindsley@soulsbyvilleschool.com>, Jeff Winfield <jwinfield@soulsbyvilleschool.com>, Betsy Taylor <betsyt@soulsbyvilleschool.com>, "hblott@soulsbyvilleschool.com" <hblott@soulsbyvilleschool.com>, Ben Howell <bhowell@sumel.org>, Heather Shepherd <hshepherd@sumel.org>, Susie Casillas <scasillas@sumel.org>, Rebecca Questo <rquesto@sumel.org>, Michael Merrill <mmerrill@summbears.net>, Brett Christopher <bchristopher@summbears.net>, Jamee Dahl <jdahl@summbears.net>, Gabe Wingo <gwingo@twainharteschool.com>, Ladd Brunner <lbrunner@twainharteschool.com>, Kathleen Cross <kcross@twainharteschool.com>, Andrea Fray <afray@summbears.net>, Lara Hall <lhall@soulsbyvilleschool.com>, Katie Patterson <KPatterson@tcsos.us>, Lydia Olson <LOlson@tcsos.us>, Mary Krempetz <mkrempetz@goldrushcs.org>, Susan Torngren <STorngren@tcsos.us>, "jgurule@jespanthers.org" <jgurule@jespanthers.org>, "jthockle@jespanthers.org" <jthockle@jespanthers.org>, Molly McGrew <MMcGrew@tcsos.us>, John Reesman <jreesman@sesk12.org>, "yward@sesk12.org" <yward@sesk12.org>, Julie Shaw <jshaw@goldrushcs.org>, Lauren Parker <lparker@sumel.org>, "kdial@summbears.net" <kdial@summbears.net>, Star Shirley <sshirley@twainharteschool.com>, Linda Gnipp <lgnipp@twainharteschool.com>, Michelle Hightower <mhightower@cusd49.com>, Suzanne Mohr <smohr@cusd49.com>, "mschultz@sesk12.org" <mschultz@sesk12.org>, "jnirich@sesk12.org" <jnirich@sesk12.org>, "kclark@sesk12.org" <kclark@sesk12.org>, "dgardiner@sesk12.org" <dgardiner@sesk12.org>

Cc: Colleen Whitlock <CWhitlock@tcsos.us>, Cathy Parker <CParker@tcsos.us>, Lisa Hope <LHope@tcsos.us>, Michelle Prado <MPrado@tcsos.us>

Hello all,

Please see below for the contact information and school assignments, for the TCSOS county school nurses. Please contact your designated school nurse, regarding upcoming IEP assessments and health plans. Along with general health concerns. Please forward this email to case managers or applicable staff not listed.

Kendra Ziepfel:

Lisa Hope:

Gold Rush High

TCSOS Transition

Columbia College Preschool
(TCSOS)

Jamestown El./

Columbia

Sonora El.

Tenaya

Curtis Creek

Don Pedro High

Twain Harte

TLC

Chinese Camp

GREC
(ILS)

Soulsbyville/ TCSOS

Belleview
School

Gold Rush Country

Sonora High/ (TCSOS)
Elementary

Summerville

Tioga High School

Summerville High

Contact: kziepfel@tcsos.us
lhope@tcsos.us

Contact:

209-536-2049

209-536-2048

Work Cellphone: 209-454-0305

Thank you,

BELLEVIEW SCHOOL DISTRICT

Triennial Assessment Report to the Public 2022-2023

Target Audience(s)	Method	Date
Parents/Caregivers, teachers, community partners	School Website	6/30/2023
District School Board and Community Partners	Presentation during School Board meeting	8/11/2022 5/11/2023 6/15/2021
Community Partners Parents/Caregivers	Presentation during District Wellness Committee meeting and School Site Council	12/9/2022 2/10/23