

Grants/Cibola County Schools

WELLNESS POLICY

Proposed Update March 2018

Purpose and Goal:

Wellness within the schools is comprised of the following eight components: **Nutrition, Physical Education, Health Education, Health Services, Social and Emotional Wellbeing, Healthy and Safe Environment, Staff Wellness and Family, School and Community Partnerships**. The link between wellness and improved learning outcomes is well documented. Schools have a responsibility to help students/staff establish and maintain lifelong, healthy lifestyle patterns. The Board supports an increased emphasis on a comprehensive, coordinated school health programs at all grade levels to enhance the well-being of our district's youth.

All students/staff shall possess the knowledge and skills necessary to make healthy lifestyle choices. In addition, staff is encouraged to model healthy lifestyles as a part of a daily life. It will be the policy of the Board to provide students access to nutritious foods, physical activity, health services, counseling programs, and health education within a safe school environment. It will be the responsibility of each school principal to educate staff and parents when applicable on the wellness policy components.

PHYSICAL ACTIVITY

Definition: Physical activity means body movement of any type which includes recreational, fitness and sports activities.

Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and /or after school.

Activities:

- All schools will create guidelines to provide physical activity opportunities to students before, during and/or after school. (i.e. intramurals, club activities, interscholastic sports, etc.)
- All schools will provide education on the benefits of physical activity that align with the New Mexico Health Education Content Standards using benchmarks and performance standards as set forth in 6.29.9 NMAC.
- Elementary Schools in the District will provide daily recess for all students.
- All schools in the district prohibit withholding physical activity (e.g., physical education class, recess, etc.) as a means/method of punishment.
- All schools in the District will encourage basic physical activities of walking and biking as modes of transportation to and from school.
- All schools in the District will incorporate physical activity into the academic curriculum (i.e. 3-5 minute walking break or stretching with deep breaths.)
- The School District will work cooperatively with the local Parks and Recreation Departments to encourage increased physical activity for youth through community-based programs.

- All schools in the District will encourage use of school facilities outside of school hours to encourage additional physical activities before and after school.
- All schools will seek ways to update school equipment and grounds in ways that will help make the school site more active.
- The School District will support joint use agreements between schools and community groups for use of playgrounds and gymnasiums.
- All schools provide opportunities for school-wide physical activities (e.g., family fitness nights, field days, etc.)
- Schools may consider implementing the Coordinated Approach to Child's Health (CATCH) program as a resource.

Children and adolescents should participate in 60 minutes of physical activity every day (<http://www.cdc.gov/physicalactivity/basics/children/index.htm>). A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities, and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason in accordance with the Three-Tier Model of positive behavioral intervention per the PED's Response to Intervention (RtI) framework. 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.

NUTRITION

Definition: Nutrition means programs that provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students.

Nutrition Education aims to teach, encourage and support healthy eating. Nutrition Education and healthy eating inspire proper physical growth, physical activity, brain development, learning ability, emotional balance, a sense of well-being, obesity prevention and disease resistance.

Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies, which provide adequate nutrition opportunities.

- **Activities:** Create procedures for the documentation of all foods available on the school campus including all foods sold to students that must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.
- Create procedures for the documentation of fundraisers that do not meet the competitive food standards that must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area.

- Establish guidelines for other school-based activities to promote student wellness.
- Ensure that students receive nutrition messages that are consistent throughout schools, classrooms, cafeterias, homes, community and media.
- All schools in the district will support the school breakfast program.
- All schools will create a collaborative plan between the cafeteria and classroom to promote healthy selections and nutrition education.
- Elementary Schools will consider scheduling recess before lunch so that the children are less distracted and ready to eat a healthy diet.
- All schools will restrict the marketing of high sugar, high fat and high calorie foods and beverages on school property.
- Each school will ensure that water is readily available throughout the school day including lunch.
- All schools will discourage the use of food as a reward or punishment in schools.
- Encourage the development of school gardens and the purchase of food from local growers.

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free, flavored, and low-fat, non-flavored milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification), and to meet the nutrition needs of school children within their calorie requirements. The school 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), the Fresh Fruit & Vegetable Program (FFVP), Seamless Summer Option, and Summer Food Service Program (SFSP). 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.) (Further guidelines on food handling, food service and food processing can be located in 7.6.2 NMAC.)
- 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).
 - Sliced or cut 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. (See Offer Versus Serve guidance document.)
 - 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; flavored milk is allowed if non-fat.
 - 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.
 - The report on the most recent food safety inspection must be posted in a publicly visible place in the school and copies of the report provided to any member of the public upon request. (Follow guidelines for submission of the Food Safety Inspections Assurance form in the Safe Schools Guidance Document.)
- Menus will be posted on the District website or individual school websites and will include nutrient content and ingredients that are in compliance with the NSLP nutrient analysis protocols.
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional. (See Staff Qualifications and Professional Development below.) All School Food Authorities must be Six-Cent Certified per USDA regulations. School menus must meet the USDA New Meal Pattern requirements for the NSLP.
 - School meals are administered by a team of child nutrition professionals.
 - The District child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meals and are seated. (NOTE: School lunch periods must be a minimum of 30 minutes per day – 6.29.1.9(I)6 NMAC.)
 - Students are served lunch at a reasonable and appropriate time of day.
 - Lunch will follow the recess period to better support learning and healthy eating.
 - 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 in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (*defined as midnight the night before to 30 minutes after the end of the instructional day) and throughout every school campus (**defined as areas that are owned or leased by the school and used at any time for school-related activities that are accessible to students). The District will make drinking water available where school meals are served during mealtimes.

- Water dispensers will be available in the cafeteria if a drinking fountain is not present.
- In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.]

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus** during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus** during the school day* [and ideally, the extended 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, a 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:

- 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.
- Classroom snacks brought by parents; the District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
- Rewards and incentives; the District will provide teachers (including special education teachers and related service personnel) 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.
- Withholding food, water or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.2 NMAC.)

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.

- If foods and beverages are sold to students on the school campus outside of the school day, then water, fruit and/or vegetables are also offered and promoted as options. [Meets HUSSC:SL Gold]
- The schools do not permit any fundraiser exemptions, and all food-related fundraisers during the school day meet USDA Smart Snack standards. [Meets HUSSC:SL Gold]
- Schools will use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.). [Meets HUSSC:SL Gold Award of Distinction]
- The majority (>50%) of school-sponsored fundraising events conducted outside of the school day includes only non-food items or only foods and beverages that meet or exceed the Smart Snacks nutrition standards. [Meets HUSSC:SL Gold Award of Distinction]

Nutrition Promotion

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

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

Nutrition Education

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

- Are designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Are part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;

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

Essential Healthy Eating Topics in Health Education

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

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

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

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 advertising and marketing is defined as an oral, written, or graphic statement 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. 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 is not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time, so that decisions about the replacement include 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; and
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Other Activities that Promote Student Wellness

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

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

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

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

Community Partnerships

The District will develop, enhance, and continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

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

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

Food Safety Inspections

The District will conduct two annual food safety inspections (FSI) per USDA regulations and state rules. The reports will be posted publicly. Any findings will be addressed within the set time allocated with verifiable proof of completion.

PHYSICAL EDUCATION

Definition: Physical education (PE) is an academic subject and serves as the foundation of a CSPAP. As such, PE demands the same education rigor as other core subjects. Physical education provides students with a planned, sequential K-12 standards-based program of curricula and instruction, designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

Physical education is the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It also provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to choose a lifetime of healthy physical activity. It meets the Content Standards with Benchmarks and Performance Standards as set forth in Section 6.29.6 NMAC. New Mexico Physical Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. All instruction must be aligned with 6.29.1 NMAC Primary and

Secondary Education Standards for Excellence General Provision. Further reference is available in the NM Content Standards with Benchmarks and Performance Standards.

Note: Physical activity is a component of, but is not a substitute for, quality physical education. Physical education is an instructional program taught by a certified physical educator focused on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.

The New Mexico Legislature passed a law in 2014 that allows “one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association” (SB122).

Schools must offer developmentally appropriate physical education. Adapted physical education (APE) is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

- Assessment and instruction by qualified personnel professionals who are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.
- Accurate assessment data, including diagnostic and curriculum-based data collected by qualified personnel.
- Individualized Education Program (IEP) Goals and Objectives / Benchmarks that are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy to ensure that goals and objectives are being met in a timely manner.
- Instruction in a Least Restricted Environment (LRE) that adapts or modifies the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:
 - The general physical education setting;
 - The general physical education setting with a teaching assistant or peers;
 - A separate class setting with peers;
 - A separate class setting with assistants; and/or
 - A one-to-one setting between students and the instructor.

Goal: To provide students with daily physical education during which a certified physical educator uses appropriate practices to teach the skills, knowledge and attitudes needed to be physically fit and active for life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follow 6.29.9 NMAC Physical Education Standards for Excellence.

Activities:

- The wellness policy shall include a planned, sequential, K-12 physical education program that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes needed to decide to participate in a lifetime of healthful physical activity.
- The physical education program will be aligned to the Content Standards with Benchmarks and Performance Standards as outlined in the NM Public Education Department Content Standards with Performance Standards and Benchmarks: K-4; 5-8; 9-12.
- Schools hire certified physical educators to teach physical education and plan additional opportunities for physical activity.
- Schools limit physical education class sizes, so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels are scheduled back-to-back to maximize teaching efficiency. Refer to Part G of Standards for Excellence, 6.29.1.11 NMAC.
- Physical educators promote academic achievement by helping teachers incorporate physical education concepts in classroom activities.
- Physical educators are provided professional development opportunities such as workshops, training conferences, and collaboration to acquire the latest information, innovations, and ideas in their field and implementing them into their PE classes.

National Standards^{xv}

- Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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 to incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection).
- All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
- All G/CCS elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.
- All G/CCS secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

- All G/CCS elementary students in each grade will receive physical education for at least 45 minutes per week throughout the school year.
- The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

HEALTH EDUCATION

Definition: Health Education means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.29.1 NMAC Standards for Excellence.

Goal: The goal of a comprehensive health education curriculum within a coordinated school health approach is to acquire life skills in order to attain personal, family, community, consumer and environmental health.

Activities:

- The School District will implement a planned, sequential, K-12 health education curriculum that addresses physical, mental, emotional, and social dimensions of health.
- The health education curriculum will be aligned to the health education content standards with benchmarks and performance standards as set forth in NM PED Standards and Benchmarks.
- All schools will provide activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.
- Teachers will be provided professional development to adequately prepare them to deliver accurate health education. Teachers will integrate health education in other areas of the curriculum such as math, science, language arts, and social studies. The schools will periodically provide information to families that encourage them to teach their children about health.
- All school districts/charter schools shall implement an “opt-out” policy that will ensure that parents have the ability to request their child to be exempted from the health education curriculum components that focus on the sexuality performance standards. The policy includes but is not limited to the process for parents to request an exemption of health education curriculum components that address the sexuality performance. All school district/charter schools shall provide instruction about HIV and related issues found in the curriculum of the required health education content area to elementary, middle/junior high, and senior high school grades as set forth in 6.12.2.10 NMAC.
- Section 22-13-1 NMSA 1978, Section H was amended in 2016 to include a require lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims. Section K (2) of this same rule further states that this training must be included as part of the Health Education course that is required by all students to graduate.

- The School District will encourage utilization of community resources such as local pediatricians, parents, NMSU-Grants, nursing programs, etc. that can contribute to the health education of youth.
- Health education lessons will be taught in a culturally sensitive and appropriate manner.
- Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.).
- Health education is integrated into the core curriculum.
- Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (e.g., School Health Education Institute, Head to Toe, New Mexico Activities Association, etc.).

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum, aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The (Insert District Name) health education curriculum, including the required health education course where applicable, is aligned to these standards. (District) incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review. In addition, each school district must develop and implement an “opt-out policy” that will ensure that parents have the option to request that their child(ren) be exempt from any parts of the health education curriculum that address the sexuality performance standards. The policy must include: 1) the process for parents to request an exemption from any part of the health education curriculum that addresses the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum.

HEALTH SERVICES

Definition: Health Services means services provided for students to appraise, protect and promote health. These services are designed to ensure access or referral to primary health care behavioral health services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote optimum sanitary conditions for a safe school facility and school environment and provide educational and counseling opportunities for promoting and maintain individual, family and community health.

Goal: The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.

Activities:

- District Wellness Policy includes plan for addressing the health service needs of students in the educational process;
- Per the U.S. Office of Special Education (OSEP), students with healthcare needs that may “affect or have the potential to affect safe and optimal school attendance and academic performance requires the professional school nurse to write an Individualized Health Plan (IHP) in collaboration with the student, family, educators, and healthcare care providers” NASN Position Statement: Individualized Healthcare Plan). The IHP should be reviewed annually at a minimum. The need for an IHP is based upon each child’s required health care, not upon “educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973.” OSEP considers that the IHP should be a separate document from the Individualized Education Program

(IEP) and should be attached to the student's IEP or 504 plan based upon the student's needs. (See the PED School Health Manual, Section V: Individualized Healthcare Plans for instructions.)

- District policy is included to ensure all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set in 6.12.2.10 NMAC Human Immunodeficiency Virus (HIV);
- District policy acknowledges that all students enrolled in the public, nonpublic, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions. An exception is provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistant Act [42 USC§ 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. If the child needs to obtain immunizations, or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.
- District policy acknowledges all public and nonpublic schools must grant to any student in grades kindergarten through 12 authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting. More information on medications in the school may be found in Section VI. of the New Mexico School Health Manual (see link below);
- District policy acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first grade and third grade and for transfer and new students in those grades, unless a parent affirmatively prohibits the visual screening.
- Services provide a connection to school and community health resources (e.g., primary care, public health, community health agencies, faith-based groups, school-based health centers, etc.).
- The School District will maintain a RN as Health Services Coordinator and provide adequate staffing for delivery of Health Services. The District Health Services will follow the procedures in the New Mexico State School Health Manual for delivery of the health services program.
- Services include but are not limited to preventive services, behavioral health services, screenings and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy or physical therapy and/or occupational therapy). Health service professionals are provided professional development

opportunities such as workshops, conventions and collaboration for the purpose of receiving the latest information, innovations and ideas in their field and implementing them in their areas of expertise.

- Services are provided in partnerships with students, parents, staff and community.
- Health Services shall meet all reporting, record-keeping and confidentiality requirements.
- The school Health Services staff will track vision, hearing, height and weight, and BMI data.

SOCIAL & EMOTIONAL WELL BEING

Definition: Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health. School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy member of society. Programs should encourage and support links among youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive.

Goal: The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student's success by building awareness and promoting strategies to maintain and/or improve student mental health.

Activities:

- Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
- 6.29.1 NMAC Standards for Excellence General Provisions require districts and charter schools to provide or make provisions for support service programs, which strengthen the instructional program. Required support service programs include school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2) provide licensed staff to develop and supervise the program; (3) be assessed as part of the educational plan for student success (EPSS) process (see 6.29.1.8 NMAC); and (4) support the local curriculum and EPSS.
- School personnel are required by law to report substance abuse, child abuse and neglect.
- Substance Abuse: Section 22-5-4.4 NMSA 1978
 - "A. A school employee who knows, or in good faith suspects, any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board.
 - B. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse, shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse."
- Child Abuse and Neglect: Section 22-10A-32 NMSA 1978
 - A. All licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. Except as otherwise provided in this subsection, this requirement shall

be completed within the licensed school employee's first year of employment and shall complete the sexual abuse and assault component of the required annual training.

- Section 32A-4-3 NMSA 1978. Duty to report child abuse and child neglect; responsibility to investigate child abuse or neglect; penalty.
- Provide a positive, supportive environment in which students are able to request assistance when needed.
- Ensure that school personnel know how to recognize and respond to a student who is showing signs of suicidal ideation. A specific Suicide Prevention Plan in place should outline the appropriate steps to take when a student threatens suicide.
- Create a referral network to get help quickly. Schools should have available student counselors while maintaining a current local referral list with clear guidelines on steps in the referral process.
- Student Counseling: Student counseling is critical in creating an emotionally and psychologically safe environment. Addressing emotional, social, spiritual, mental, and physical well-being are vital to the education of the whole student. There is no other area where the need is greater than helping the student process and cope with all the adjustments necessary when something traumatic happens and/or when a student faces an emergency/disaster event.
- The School District will provide a school counseling program to meet the behavioral health needs of all students in accordance with the New Mexico Public Education Department counseling program guidelines.
- Provide a supportive school environment that links to community resources.

HEALTHY & SAFE ENVIRONMENT

Definition: Healthy and safe environment means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

Goal: The goal of healthy and safe environment is to promote a climate and culture before, during and after school for students, staff, parents and community members that supports academic achievement.

Activities:

- The School District will ensure that each school site has a current plan for safety and emergency response. Each school site will provide annual training for their staff on their building safety plan.
- The District will work in cooperation with the Local Emergency Planning Committee for the schools involvement in preparation for the event of a community disaster.
- All school buildings and grounds, structures, buses and equipment will strive to meet current safety standards and are kept inviting, clean, safe and in good repair.
- All schools will abide by District policies which create an environment free of tobacco, nicotine, alcohol and other drugs.
- All schools will support appropriate training for students, and staff that ensure personal safety and a violence/harassment-free environment.
- All schools will perform the required and recommended number of emergency drills to include fire drills, shelter in place drills, and evacuation drills.

STAFF WELLNESS

Definition: Staff wellness means opportunities for school staff to improve their health status through activities such as health assessments, health education and health related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall coordinated school health approach. A staff wellness program allows staff to learn and practice skills to make personal decisions about health enhancing daily habits.

Goal: The goal of staff wellness is to promote activities for staff that are designed to promote physical, emotional and mental health of school employees as well as to prevent disease and disability.

Activities:

- Create a plan to address the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Title III.
- Ensure that all school boards, districts, and charter schools implement a policy that will ensure that the rights to privacy of all school employees infected with HIV are protected.
- All schools will provide staff and faculty the opportunity to participate in a health promotion program focused on exercise, stress management and nutrition (e.g., health fairs, fun runs, walks, etc.).
- All schools will provide staff and faculty with accurate, evidence-based information or activities related to exercise, stress management and nutrition (e.g., newsletters and resource sharing, weight management, male/female health, cardio improvement classes, etc.).
- The School District will require each school site to have a staff wellness committee for their building responsible for implementing at least one wellness activity each school year. When feasible, staff will be allowed time to exercise on campus after student dismissal. The schools will be encouraged to provide in-service for employees and opportunity to attend conferences on health related topics. One in-service per year will be geared toward staff and student wellness topics. Employees will also be encouraged to take advantage of any wellness information, benefits that may be provided through their health insurance, and encourage to attend an annual Spring Health Fair.

Staff Wellness and Health Promotion Recommendations

- The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.
- Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating and weight management that are accessible and free or low-cost.

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. Such learning will also assist school staff to develop current and lifelong habits that optimize their personal health.

SCHOOL FUNDRAISERS

The School District will follow the current guidelines for school sponsored fund raisers before, during, and after school hours as set forth by the New Mexico Public Education Department.

FAMILY, SCHOOL & COMMUNITY INVOLEMENT

Definition: Family, school and community involvement means an integrated family, school and community approach for enhancing the health and well-being of students by establishing a district school health advisory council that has the responsibility to make recommendations to the local school board in the development or revision, implementation and evaluation of the wellness policy.

The family, school and community involvement component promotes long-term effective partnerships between families, schools, and communities in the planning and implementation of health promotion projects and events, both within the school and throughout the community. The partnership can encourage and sustain environmental changes that support healthy lifestyles for children and their families.

Goal: The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools and communities support the development and the maintenance of this comprehensive learning environment.

Activities:

- Each local board of education shall establish a district SHAC that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), and school staff, and student, and community members.
- The SHAC will update or modify the wellness policy based on the results of the annual progress reports 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.
- Increase community awareness of student health needs.
- Partner with the community to support policies and programs.

MEASURING IMPLEMENTATION AND EVALUATION

Principals in each building shall be responsible to ensure that their school fulfills the District's wellness policy. The Superintendent and Health Services Coordinator shall give an annual report to the school board on how the District as a whole is implementing the wellness policy.

Adopted _____

Grants Cibola County Schools

Wellness Policy Advisory Council

Alton Autrey	Sherri Kachirisky	Asha Ashby
Bob Tenequer	Bernadette Gonzales	Nadine Reeves
Edwina Hennemann	Monica Burress	Clara DeArmond
Eileen Chavez Yarborough	Joan Gilmore	Vernon Clark

Revisions recommended by the Interagency Alliance facilitated by Future Foundations

Revised by the GCCS Board of Education:

Done this _____ day of _____ 2018

GCCS Board President

GCCS Board Secretary