



# **Dora Consolidated Schools**

## *District Wellness Plan*

100 School St.  
Dora, NM 88115

p. (575) 477-2211  
f. (575) 477-2464

[Email]  
[www.doraschools.com](http://www.doraschools.com)

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## Introduction

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Developing a comprehensive school district wellness policy is essential to the academic success and lifelong well-being of students in New Mexico. This school district wellness policy guidance document is intended to assist school districts in developing and implementing wellness policies that create a learning environment that allows students to achieve their full academic potential and enjoy lifelong health, while meeting the Public Education Department Wellness Policy rule 6.12.6.6 NMAC and the requirements of Section 204 of Public Law 108-265-June 30, 2004-Child Nutrition and WIC Reauthorization Act of 2004.

The school district wellness policy includes areas related to the components of a coordinated school health approach to student health and well-being (**see Appendix B Dora District Policy: J-4950 © JL - Student Wellness**). Meets requirements to:

- Establish School Health Advisory Council (SHAC).
- Develop guidelines for physical activity and nutrition.
- Develop a plan for measuring the implementation and evaluation of the wellness policy.
- Develop guidelines for health education, physical education, behavioral education, school safety, health services, and staff wellness.

The school district wellness plan will be monitored during the school year by utilizing Healthy Kids Report Card being developed by the Public Education Department and other Partners.

## Wellness Plan Objectives

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The School District strives to make a significant contribution to the general well-being, mental and physical capacity and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, safety, well-being, and ability to learn by supporting healthy eating and physical activity in a safe environment. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

- *Nutrition Guidelines:*  
All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.
- *Nutrition Education:*  
The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.
- *Physical Activity:*  
The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short-term and long-term benefits of a physically active and healthful lifestyle.

- *Other School-Based Activities:*  
The goal is to create a total school environment that is conducive to healthy eating and physical activity.
- *Evaluation:*  
A primary goal will be to regularly evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness.
- *Parent, Community, and Staff Involvement:*  
A primary goal will be to engage family members, student, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy (plan).

## Wellness Plan Process

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### School Health Advisory Council

#### *Committee Role and Membership*

The District will convene a representative district healthy advisory council (hereto referred to as the (SHAC) or work within an existing school health committee) consisting of parent(s), school food authority personnel, and school board member(s) shall be established by the Superintendent with the advice and consent of the Board. This council shall meet a minimum of twice a year for the purpose of establishing goals 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 SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director or school food authority); physical education teachers; health education teachers; special education teachers; classroom teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, assistant principal), school board

members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

### *Leadership*

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

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

The Superintendent shall be the presiding officer of the health advisory council and shall provide:

- A written, specific statement of the purpose of the council.
- The dates on which reports of the council are to be rendered.
- Recommendations on replacements required upon a council members unavailability or resignation.
- The text to which facilities, supplies, equipment, and clerical support will be provided to the council.
- A briefing on the requirements of the New Mexico Open Meeting Law (10-15-1 NMSA 1978) as it applies to committees of the Board.
- Postings of all notices and agendas of meetings of the council.

The Superintendent is directed to seek the input of the council in the development of recommendations and administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks, and beverages sold from vending machines, school stores, and fund-raising activities and refreshments that are made available at school parties, celebrations, and meetings), including provisions for staff development, family, and community involvement and program evaluation. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy.

## 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, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing (per USDA Food & Beverage Marketing and Advertising policies), 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:

<http://www.doraschools.com/>

### *Recordkeeping*

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

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including: (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction;
- Documentation of the triennial assessment\* of the policy for each school under its jurisdiction; and
- Documentation demonstrating compliance with public notification requirements, including: (1) methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public;

and (2) efforts to actively notify families about the availability of wellness policy.

### *Annual Progress Reports*

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

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

The annual report will be available in English and Spanish.

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

The SHAC will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in the sections of this policy.

### **REFERENCE**

**Dora District Policy: J-4950 © JL - Student Wellness**

### **LEGAL REFERENCE**

[42 U. S. C. 1751](#) *et seq.*, The National School Lunch Act  
[42 U.S.C. 1771](#) *et seq.*, The Child Nutrition Act as amended.  
[6.12.5.8 NMAC](#), New Mexico Requirements for Competitive Foods Sold to Students  
[6.12.6.8 NMAC](#), **Wellness** Requirements

[6.29.6.8](#) NMAC, Health Education

[6.29.9.8](#) NMAC, Physical Education

***CROSS REFERENCE***

[ABA](#) - Community Involvement in Education

[ABAA](#) - Parental Involvement

[BBA](#) - Board Powers and Responsibilities

[EF](#) - Food Services

[EFE](#) - Competitive Food Sales/Vending Machines

[IHA](#) - Basic Instructional Programs

# School District Student Wellness Policy

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An annual report shall be made to the Board on the District's compliance with student wellness practices. The report may include but not be limited to:

- Evaluation of the food services program.
- Recommendations for policy and/or program revisions.
- Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- Assessment of school environment regarding student wellness issues.
- Listing activities and programs conducted to promote nutrition and physical activity.
- Providing feedback received from District staff, students, parents/guardians, and community members.

In accordance with the National School Lunch Act (42 U.S.C. 1751 *et seq.*) and the Child Nutrition Act (42 U.S.C. 1771 *et seq.*), as amended, an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually. The Superintendent shall receive assurances from the health advisory council and all appropriate administrators and supervisors prior to making the annual Board report.

## Preamble

***Dora Consolidated Schools*** (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.

This policy outlines the District's approach to ensuring environment and opportunities for all student 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 (See 6.12.5 Competitive Foods Requirements

per terms defined by federal laws and regulations, USDA competitive foods rules at 7 CFR 210.11 and CFR 210.11a) – providing that all foods sold in schools and smart snacks provisions of the Healthy, Hunger Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 are incorporated for purposes of these rules.

- Students receive quality nutrition education that helps them to 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;
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

In consideration of requirements, governing possible food allergies in schools, children with food allergies may qualify for a Section 504 plan through the individualized education program's (IEP) individualized health plan (IHP). (See Individualized Healthcare Plan memo, March 19, 2015 - PED.) Schools are to follow these guidelines to ensure protection of students against allergic reaction to foods:

- Ensure that a copy of the student's current IHP is attached to the student's current IEP;
- Follow guidance from Section 504 of the 1973 Rehabilitation Act in regards to persons with disabilities to include substantial limitations for an individual based on his or her food allergies; and
- Adhere to instructions under 7.30.12 NMAC: Emergency Medications in Schools in the potential case of anaphylaxis that may affect breathing and/or potentially affect other major life activities of students due to an allergic reaction.

This policy applies to all students, staff, and schools in the District.

***REFERENCE***

**Dora District Policy: J-4961 © JL-RA – Student Wellness Policy**

## Health Education

### Definitions:

***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, attitudes, skills and practices. It meets the content standards with benchmarks and performance standards as set forth in **6.29.1 NMAC Standards for Excellence.**

### Requirements:

In the 2010 Regular Legislative session, Section 22-13-1.1(J) NMSA 1978 was amended to include health education as a requirement for graduation.

Specifically:

*Beginning with students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health Education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with the department content and performance standards.*

**Dora Schools** offers .5 credit of Health Education in either middle school or high school as a graduation requirement. In addition, Dora has also implemented 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 that address the sexuality performance standards.

### Goal:

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

## **Life Skills:**

Traditionally, health education emphasized the learning and comprehension of health facts. The health education curriculum was organized around health topic areas to be taught as multiple independent instructional units, designed to increase knowledge.

The emergence of life skills education into health education calls for the emphasis to be placed on students being able to use essential knowledge and skills required to adopt, practice, and maintain healthy behaviors. Health education as life skills education requires a focus on prevention of risky behaviors including:

- use of tobacco, alcohol and other drugs
- poor dietary patterns
- sedentary lifestyles
- behaviors that result in sexually transmitted diseases/infections and unintended pregnancy
- behaviors that result in unintentional injuries
- violent and other anti-social behaviors

A life skills educational approach allows for health education to be taught as planned, sequential K-12 instructional units, designed to develop life skills, based on essential knowledge. These skills are: (List only specific components covered under district's curriculum.)

- communication
- non-violent conflict resolution
- decision-making
- goal setting
- stress management
- resisting negative social pressure
- negotiation skills
- establishing and maintaining values

As a part of the life skills education approach, students are taught lifesaving skills such as:

- Psychomotor CPR
- The use of an Automated External Defibrillator (AED)
- Heimlich Maneuver

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 **Dora Consolidated Schools** health education curriculum, including the required health education course where applicable, is aligned to these standards. **Dora Schools** 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.

## NEW MEXICO HEALTH EDUCATION STANDARDS

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, peer, and community health.

From the Health Education & Life Skills component of the Healthier Schools NM instructional program

## Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

### I. PED required activities:

- The wellness plan shall include a planned, sequential, K-12 Health Education curriculum that addresses the 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 set forth in 6.30.2.19 NMAC.
- All schools will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- All schools shall implement a policy that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards.

The policy includes but is not limited to:

- a. The process for parents to request an exemption from the parts of the health education curriculum that addresses the sexuality performance standards.
- b. How alternative lessons are established for the exempted parts of the curriculum.

### II. Other Activities

- Health Education lessons will be taught in a manner that culturally sensitive.
- Health Education lessons are taught using a variety of instructional strategies (i.e. role playing, 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 (School Health Institute, Head to Toe, NM Association for Health, Physical Education, Recreation, and Dance).

**Evaluation:**

See Appendix E.

***REFERENCE***

Dora District Policy: J-4961 © JL-RA – Student Wellness Policy

***LEGAL REFERENCE***

[6.30.2.19 NMAC](#), New Mexico Health and Wellness Curriculum

## **Nutrition**

### **Definitions:**

***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 by students. Nutrition Education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local District health education standards.

### **Requirements:**

The wellness policy shall include nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC.

The wellness policy shall include guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC,

The wellness policy shall include guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.

### **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.

Nutrition education at all levels of the curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary

supplements, safe food preparation, handling and storage and cultural diversity related to food and eating.

- Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising.
- How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support nutrition education efforts, the guidelines will ensure that:

- Nutrition instruction provides sequential, comprehensive health education in accordance with the New Mexico Public Education Department curriculum regulations and academic standards.
- Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition.
- Consistent nutrition messages are disseminated from the District throughout the schools, communities, homes and media.
- Nutrition Education is extended beyond the school environment by engaging and involving families and community.

### **Nutrition Guidelines and Food Services Operations:**

The District will create procedures that address all foods (including Competitive Food Sales) available to students throughout the school day in the following areas:

- National School Lunch Program and Child Nutrition Act.
- A la carte offerings in the food service program.
- Vending machines and school stores.
- Classroom parties, celebrations, fund-raisers, rewards, and school events.
- Snacks served in after-school programs.

- Water is made available to children free of charge, as nutritionally appropriate, potable water for consumption in the place where meals are served during meal service.

In keeping with the District's Nutrition Program goals, only food prepared or obtained or approved by the District's Food Service Program should be served in classroom reward or incentive programs involving food items as well as foods and beverages offered or sold at school-sponsored events outside the school day. Approval is required to ensure that the foods served meet the requirements of the District's Nutrition Policy and regulation (i.e., all foods served fit in a healthy diet and contribute to the development of lifelong healthy eating habits for the District's students).

### **Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

#### **I. PED required activities:**

- Nutrition guidelines for a la carte offerings minimally meetings guidelines set forth in Subsection B of 6.12.5.8 NMAC.
- Guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC.
- Guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.
- All schools will provide nutrition education activities that align with the New Mexico Health Education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

## II. Other Activities

- Ensure that students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community, and media.
- All schools in the district will support the school breakfast program.
- All schools will create a plan to provide collaboration between the cafeteria and the classroom to provide healthy selections and reinforce nutrition education.
- All schools will consider scheduling recess before lunch so that children are less distracted and ready to eat a healthy diet.
- Implement the Coordinated Approach to Child's Health (CATCH) program.
- Fundraisers that do not meet the competitive food standards must receive prior approval from administration in order to ensure that no more than two occur per semester, and that they are not conducted during meal service or in the food service area.

### **Evaluation:**

See Appendix E.

### ***REFERENCE***

Dora District Policy: J-4961 © JL-RA – Student Wellness Policy

### ***LEGAL REFERENCE***

[6.12.5.8 NMAC](#), New Mexico Requirements for Competitive Foods Sold to Students

[5.30.2.19 NMAC](#), New Mexico Health and Wellness Curriculum

## Physical Education

### Definitions:

**Physical Education** (PE) is an academic subject and serves as the foundation of a CSPAP. As such, PE demands the same education 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** means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to personally decide to participate in 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 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 education educator and focuses 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.

**Requirement:**

A planned, sequential, K-12 Physical Education curriculum that provides the optimal opportunity for all student to learn and develop skills, knowledge, and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC.

Dora Schools offers 1 credit of Physical Education in high school as a graduation requirement.

**Goal:**

To provide every student 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 a lifetime. Activities are based on goals and objectives which are appropriate for all children, and are planned after referring to a curriculum which has an obvious scope and sequence which aligns with the content standards with benchmarks and performance standards.

**Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

I. PED required activities:

- The wellness plan shall include a planned, sequential, K-12 Physical Education curriculum that provides the optimal opportunity for all student to learn and develop skills, knowledge, and attitudes necessary to personally decide to participate in lifetime healthful physical activity.
- The physical education curriculum will be aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC.

II. Other Activities

- Schools hire certified physical educators to teach physical education and plan additional opportunities for physical activity.
- Schools limit physical education 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.

- Physical educators promote academic achievement by helping classroom teachers incorporate physical education concepts in classroom activities.
- Physical educators 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 physical education classes.

**Evaluation:**

See Appendix E.

***REFERENCE***

Dora District Policy: J-4961 © JL-RA – Student Wellness Policy

***LEGAL REFERENCE***

[6.30.2.20 NMAC](#), New Mexico Requirements for Physical Education

## Physical Activity

### **Definitions:**

*Physical Activity* means body movement of any type which includes recreational, fitness and sport activities.

*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 education educator and focuses on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.*

### **Requirement:**

The wellness policy shall include guidelines to provide physical activity opportunities to students before, during, and/or after school.

### **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:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

#### I. PED required activities:

- Create guidelines to provide physical activity opportunities to students before, during, and/or after school.
- All schools will provide education on the health benefits of physical activity that align with the New Mexico health education content

standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

## II. Other Activities

- Elementary schools in the district will provide daily recess for all students.
- All schools in the district prohibit withholding physical activity (i.e. physical education class, recess, etc.) as a means/method of punishment.
- All schools in the district will provide physical activity opportunities before and after school (i.e. intramurals, club activities, interscholastic sports, etc.).
- All schools in the district encourage basic physical activities of walking, biking, and skating as transportation modes to and from school.
- All schools in the district will encourage the use of school facilities outside of school hours.
- All schools will create a plan to incorporate physical activity into the academic curriculum (i.e. brain breaks, etc.).
- All schools plan to promote community-based physical activities (i.e. sports clubs, bike club, hiking club).
- All schools plan for school-wide physical activities (i.e. fun days, family fitness nights, and field days).
- Implement the Coordinated Approach to Child’s Health (CATCH) program.

### **Evaluation:**

See Appendix E.

### ***REFERENCE***

Dora District Policy: J-4961 © JL-RA – Student Wellness Policy

### ***LEGAL REFERENCE***

[6.12.5.8 NMAC](#), New Mexico Requirements for Competitive Foods Sold to Students

[5.30.2.20 NMAC](#), New Mexico Health and Wellness Curriculum

## Social and Emotional Well-Being

### **Definitions:**

*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.

### **Requirement:**

The wellness policy shall include a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

### **Goal:**

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

### **Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

I. PED required 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
  - o "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.
  - o 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
  - o 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 by a school district. Licensed school employees hired prior to the 2014-2015 school year shall complete the sexual abuse and assault component of the required training during the 2014-2015 school year.

- Section 32A-4-3 NMSA 1978. Duty to report child abuse and child neglect; responsibility to investigate child abuse or neglect; penalty.

## II. Other Activities

- Provide an environment in which students are able to request assistance when needed.
- Provide a supportive school environment that links to community resources.

### **Evaluation:**

See Appendix E.

### ***LEGAL REFERENCE***

[6.12.6.8 NMAC](#), Wellness requirements

## Healthy and Safe Environment

### **Definitions:**

*Healthy and safe environment* means the physical and aesthetic surrounding 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.

### **Requirement:**

The wellness policy shall include school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies, and procedures and emergency response plans.

### **Goal:**

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

### **Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

#### I. PED required activities:

- Dora Consolidated Schools' safety plans at each school building focuses on supporting healthy and safe environment and including, but not necessarily limited to, prevention, policies and procedures, and emergency response plans.

- Dora Consolidated Schools perform 12 emergency drills. The emergency drills consist of 9 fire drills, 2 shelter-in-place drills, and 1 evacuation drill as the intervals set forth in Subsection M of 6.30.2.10 NMAC.

## II. Other Activities

- All schools will research recovery strategies and consider adding this to the safe school plans.
- All schools will consider providing safety procedures and appropriate training for student, teachers, and staff that support personal safety and a violence/harassment-free environment.
- 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, alcohol, and other drugs.

### **Evaluation:**

See Appendix E.

### ***REFERENCE***

**Dora Schools – Crisis Management Plan**

### ***LEGAL REFERENCE***

**[6.12.6.8 NMAC](#), Wellness requirements**

## Health Services

### Definitions:

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

### Requirement:

The wellness policy shall include a plan addressing the health services needs of students in the educational process. **Dora Consolidated Schools** ensures 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. The Save our Children's Sight Fund, created in 2007, through 7.30.10 NMAC further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards. The policy insures that 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).

**Dora Schools** 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 Assistance 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.

The policy also 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.

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 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.)

## **Goal:**

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

## **Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

### **I. PED required activities:**

- Create a plan addressing the health services 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 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. The Save our Children's Sight Fund, created in 2007, through 7.30.10 NMAC further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards.

## II. Other Activities

- Services provide a linkage to school and community health resources (e.g., primary care, public health, community health agencies and faith based groups, school-based health centers).
- 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 service (e.g., speech therapy or physical therapy and or occupational therapy).
- Services are provided in partnership with students, parents, staff, and community.
- 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.
- Health service programs shall strive to meet all reporting, record-keeping and confidentiality requirements.

### **Evaluation:**

See Appendix E.

### ***LEGAL REFERENCE***

[6.12.6.8 NMAC](#), Wellness requirements



## Staff Wellness

### **Definitions:**

*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 the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

### **Requirement:**

The wellness policy shall include a plan addressing the staff wellness needs of all school staff that minimally insures and equitable work environment and meets the Americans with Disabilities Act, Part III. **Dora Schools ensures the right to privacy of all school employees infected with HIV, keeping these safe and confidential.**

### **Goal:**

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

### **Activities:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

#### I. PED required activities:

- Create a plan addressing the staff wellness needs of all school staff that minimally insures and equitable work environment and meets the Americans with Disabilities Act, Part III.

## II. Other Activities

- All schools will provide staff and faculty the opportunity to participate in a health promotion program focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walk, etc.).
- All schools will provide staff and faculty with accurate, evidence based information or activities related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, menopause information, weight lifting, cardio improvement classes, etc.).

### **Evaluation:**

See Appendix E.

### ***LEGAL REFERENCE***

[6.12.6.8 NMAC](#), Wellness requirements

## **Family, School, and Community Involvement**

### **Definitions:**

*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

### **Requirement:**

The Dora Consolidated Schools Board of Education shall establish a district School Health Advisory Council (SHAC) that consists of parent(s), school food authority personnel, school board member(s), superintendent/administrator, school staff, student(s), and community member(s).

The School Health Advisory Council (SHAC) shall have the responsibility to make recommendations to the school board in the development or revision, implementation, and evaluation of the school district wellness policy.

The School Health Advisory Council (SHAC) shall meet for this purpose a minimum of two times annually.

### **Goal:**

The goal of family, school, and community involvement within a coordinated school health approach is to create a wholistic 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:**

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local district.

#### I. PED required activities:

- Assign responsibilities to School Health Advisory Council members (SHAC) to develop, implement, monitor and evaluate the district wellness policy.
- District guidelines to provide physical activity opportunities to students before, during, and/or after school.
- Nutrition guidelines for a la carte offerings minimally meeting guidelines as stated in the competitive food sales rule.
- Guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines as stated in the competitive food sales rule.
- Guidelines for school sponsored fund-raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices as stated in the competitive food sales rule.
- A plan for measuring implementation and evaluation of the wellness policy.
- One or more persons within the school district, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.

#### II. Other Activities

- Review contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of little nutritional value.
- Increase community awareness of student health needs.
- Partner with community to support policies and programs.

**Evaluation:**

See Appendix E.

***REFERENCE***

Dora District Policy: J-4961 © JL-RA – Student Wellness Policy

***LEGAL REFERENCE***

[6.12.5.8 NMAC](#), New Mexico Requirements for Competitive Foods Sold to Students

[6.12.6.8 NMAC](#), Wellness requirements

## Appendix

### Appendix A

#### Dora Consolidated Schools' School Health Advisory Council (SHAC)

As per Public Education Department Wellness Policy rule 6.12.6.1 NMAC, all New Mexico local school boards shall establish a district School Health Advisory Council (SHAC) that consists of parent(s), school food authority personnel, school board member(s), superintendent/administrator, school staff, student(s), and community member(s).

Identify below the members of the SHAC, their roles and contact information. Please note that you are not limited to only one person representing each category.

Each school district is to identify a wellness policy champion(s) within the school district, or at each school, as appropriate, charged with the operational responsibility for ensuring that each school fulfills the school district's wellness policy.

NAME	ROLE	PHONE NUMBER	E-MAIL
Arnold Peralez	Wellness Policy lead	(575) 477-2211	<a href="mailto:aperalez@doraschools.com">aperalez@doraschools.com</a>
Brandon Hays	School Administrator	(575) 477-2211	<a href="mailto:bhays@doraschools.com">bhays@doraschools.com</a>
Ty Tipton	School Board Member		
Melanie Neal	School Staff	(575) 477-2211	<a href="mailto:mneal@doraschools.com">mneal@doraschools.com</a>
Paula Caviness	School Food Authority Personnel	(575) 477-2211	<a href="mailto:pcaviness@doraschools.com">pcaviness@doraschools.com</a>
Barbara Jones	Parent		
Dakota Belcher	Student		
Ann Clark	Community Member		
	Other (indicate)		

## Appendix B

**TITLE 6                    PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 12            PUBLIC SCHOOL ADMINISTRATION - HEALTH AND**  
**SAFETY**  
**PART 6                    SCHOOL DISTRICT WELLNESS POLICY**

**6.12.6.1 ISSUING AGENCY:** Public Education Department  
[6.12.6.1 NMAC - N, 02-28-06]

**6.12.6.2 SCOPE:** This regulation applies to public schools in New Mexico unless otherwise expressly limited.  
[6.12.6.2 NMAC - N, 02-28-06]

**6.12.6.3 STATUTORY AUTHORITY:** This regulation is adopted pursuant to Sections 22-2-1 and 9-24-8 NMSA 1978.  
[6.12.6.3 NMAC - N, 02-28-06]

**6.12.6.4 DURATION:** Permanent  
[6.12.6.4 NMAC - N, 02-28-06]

**6.12.6.5 EFFECTIVE DATE:** February 28, 2006, unless a later date is cited at the end of a section.  
[6.12.6.5 NMAC - N, 02-28-06]

**6.12.6.6 OBJECTIVE:** This rule requires the adoption of local school district wellness policies.  
[6.12.6.6 NMAC - N, 02-28-06]

**6.12.6.7 DEFINITIONS:**

A. “Coordinated school health approach” means the framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of coordinated school health: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school and community involvement.

B. “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.

C. “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, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

D. “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 or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable diseases and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

E. “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.

F. “Nutrition” means programs that provide access to a variety of nutritious and appealing meals and snacks that accommodate the health and nutrition needs of all students.

G. “Physical activity” means body movement of any type which include recreational, fitness, and sport activities.

H. “Physical education” means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC.

I. “Social and emotional well-being” means services provided to maintain and/or improve students’ mental, emotional, behavioral, and social health.

J. “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.

[6.12.6.7 NMAC - N, 02-28-06]

#### **6.12.6.8 REQUIREMENTS:**

- A. This section applies to local school boards, local school districts, and charter schools and governs policies to be implemented by local school districts with regards to student and school employee wellness.
- B. Each school district and charter school shall develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach.

- C. Each school district and charter school shall submit the wellness policy to the public education department for approval.
- (1) Sections of the wellness policy that meet the requirements set forth in Paragraphs (3), (4), (5), (6) and (11) of Subsection D and the requirements set forth in Subsection E of this section shall be submitted to the public education department on or before August 30, 2006.
- (2) Sections of the wellness policy that meet the requirements set forth in Paragraphs (1), (2), (7), (8), (9) and (10) of Subsection D of this section shall be submitted to the public education department on or before January 30, 2007.
- D. The wellness policy shall include, but shall not be limited to:
- (1) a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC;
- (2) a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC;
- (3) guidelines to provide physical activity opportunities to students before, during and/or after school;
- (4) nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC;
- (5) guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC;
- (6) guidelines for school sponsored fund raisers before and after schools hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC;
- (7) a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being;
- (8) school safety plans at each school building focused on supporting healthy and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response;
- (9) a plan addressing the health services needs of students in the educational process;
- (10) a plan addressing the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the American with Disabilities Act, Part III;
- (11) a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more

persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.

E. Family, school and community involvement. Each local board of education shall establish a district school health advisory council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff; student(s); and community member(s). The school health advisory council shall have the responsibility to make recommendations to the local school board in the development or revision, implementation, and evaluation of the wellness policy consistent with this rule. The school health advisory council shall meet for this purpose a minimum of two times annually.

[6.12.6.8 NMAC - N, 02-28-06]

**History of 6.12.6 NMAC:** [Reserved]

## Appendix C

**TITLE 6                    PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 12            PUBLIC SCHOOL ADMINISTRATION - HEALTH AND**  
**SAFETY**  
**PART 5                    NUTRITION: COMPETITIVE FOOD SALES**

**6.12.5.1 ISSUING AGENCY:** Public Education Department  
[6.12.5.1 NMAC - N, 02-28-06]

**6.12.5.2 SCOPE:** This rule applies to public schools in New Mexico unless otherwise expressly limited.  
[6.12.5.2 NMAC - N, 02-28-06]

**6.12.5.3 STATUTORY AUTHORITY:** This rule is adopted pursuant to Sections 22-2-1 and 9-24-8, NMSA 1978.  
[6.12.5.3 NMAC - N, 02-28-06]

**6.12.5.4 DURATION:** Permanent  
[6.12.5.4 NMAC - N, 02-28-06]

**6.12.5.5 EFFECTIVE DATE:** February 28, 2006, unless a later date is cited at the end of a section.  
[6.12.5.5 NMAC - N, 02-28-06]

**6.12.5.6 OBJECTIVE:** This rule addresses the sale of competitive food sold to children attending public schools in New Mexico.  
[6.12.5.6 NMAC - N, 02-28-06]

**6.12.5.7 DEFINITIONS:**

- A. "A la carte" means a beverage or food product sold in schools to students during the lunch period that is not part of the United States department of agriculture school meal program.
  - B. "Competitive food" means a food or beverage sold at school other than one served as part of the United States department of agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts.
  - C. "Fund raisers" means beverage or food products sold to raise money that are not sold in vending machines, a la carte sales or as part of the United States department of agriculture school meal program.
  - D. "Vended beverages and foods" means a beverage or food product sold in vending machines to students in schools.
- [6.12.5.7 NMAC - N, 02-28-06]

**6.12.5.8 REQUIREMENTS FOR COMPETITIVE FOODS SOLD TO STUDENTS:**

- A. Vended foods and beverages:
  - (1) Elementary schools:

(a) Beverages sold in vending machines to students in elementary schools shall only be sold after the last lunch period is completed and shall only include:

- (i) milk with a fat content of 2 percent or less;
- (ii) soy milk; and
- (iii) water.

(b) Carbonated beverages shall not be sold in vending machines to students in elementary schools.

(c) Food products shall not be sold in vending machines to students in elementary schools.

(2) Middle schools:

(a) Beverages sold in vending machines to students in middle schools shall only include:

- (i) milk with a fat content of two percent or less;
- (ii) soy milk;
- (iii) water; and
- (iv) 100 percent fruit juice that has no added sweeteners and no more than 125 calories per container and a serving size not to exceed 20 ounces.

(b) Carbonated beverages shall not be sold in vending machines to students in middle schools.

(c) Food products sold in vending machines to students in middle schools are subject to the following requirements:

- (i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in middle schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.
- (ii) Food products other than those listed in item (i) of this subparagraph shall only be sold after the last lunch period is completed and are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per package or amount served.

(3) High schools:

(a) Beverages sold in vending machines to students in high schools at any time shall only include:

- (i) milk with a fat content of 2 percent or less;
- (ii) soy milk;
- (iii) water; and
- (iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.

(b) Beverages sold in vending machines to students in high schools after the last lunch period is completed shall only include the items in subparagraph (a) and:

- (i) carbonated soft drinks that are both sugar free and caffeine free;
  - (ii) non-carbonated flavored water with no added sweeteners; and
  - (iii) sports drinks.
- (c) Food products sold in vending machines to students in high schools may be sold at any time subject to the following requirements:
- (i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in high schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.
  - (ii) Food products other than those listed in item (i) of this subparagraph are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per container or per package or amount served.

B. A la carte offerings must meet the following requirements:

(1) Beverages sold in a la carte offerings may only be sold during lunch period and shall only include:

(a) Elementary schools:

- (i) milk with a fat content of 2 percent or less;
- (ii) soy milk; and
- (iii) water.

(b) Middle schools:

- (i) milk with a fat content of two percent or less;
- (ii) soy milk;
- (iii) water; and
- (iv) 100 percent fruit juice that has no added sweeteners and no more that 125 calories per container and a serving size not to exceed 20 ounces.

(c) High schools:

- (i) milk with a fat content of 2 percent or less;
- (ii) soy milk;
- (iii) water; and
- (iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.

(2) Carbonated beverages or soft drinks, non-carbonated flavored water and sports drinks shall not be sold in a la carte offerings.

(3) Food products sold in a la carte offerings may only be sold during lunch and are subject to the following requirements:

- (a) Nuts, seeds, cheese, yogurt, and fruit are not subject to the restrictions in subparagraph (b) of this paragraph.
- (b) Food products other than those listed in subparagraph (a) of this paragraph are subject to the following restrictions:

- (i) shall contain no more than 400 calories per container or per package or amount served; and
- (ii) shall contain no more than 16 grams of fat per container or per package or amount served, of which no more than 2 grams come from saturated and trans fats combined; and
- (iii) shall contain no more than 30 grams of total sugar per package or amount served.

C. Fund raisers:

(1) Beverages and food products may be sold as fund raisers at any time during normal school hours except during the lunch period and are subject to the following requirements and limitations:

(a) Elementary schools:

(i) Beverages sold shall only include: milk with a fat content of 2 percent or less; soy milk; and water.

Carbonated beverages shall not be sold.

(ii) Food products shall not be sold as fund raisers to students in elementary schools.

(b) Middle schools:

(i) Beverages sold shall only include: milk with a fat content of 2 percent or less; soy milk; water; and one hundred percent fruit juice that has no added sweeteners and no more than 125 calories per container and a serving size not to exceed 20 ounces. Carbonated beverages shall not be sold.

(ii) Food products sold are subject to the following requirements: nuts, seeds, cheese, yogurt, and fruit may be sold and are not subject to restrictions; food products other than nuts, seeds, cheese, yogurt and fruit shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per container or per package or amount served.

(c) High schools:

(i) Beverages sold shall only include: milk with a fat content of 2 percent or less, soy milk, water and juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.

(ii) Food products sold are subject to the following requirements: nuts, seeds, cheese, yogurt, and fruit may be sold and are not subject to restrictions; food products other than nuts, seeds, cheese, yogurt and fruit shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and

shall contain no more than 15 grams of sugar per container or per package or amount served.

(2) Beverages and food products may be sold as fund raisers outside of normal school hours provided that at least 50 per cent of the offerings meet the following requirements:

(a) Beverages: milk with a fat content of 2 percent or less; soy milk, water and juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.

(b) Food products: nuts, seeds, cheese, yogurt, and fruit may be sold and are not subject to restrictions; food products other than nuts, seeds, cheese, yogurt and fruit shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats, and shall contain no more than 15 grams of sugar per container or per package or amount served.

[6.12.5.8 NMAC - N, 02-28-06]

**History of 6.12.5 NMAC: [Reserved]**

## COMPETITIVE FOOD SALES GRID

**“Competitive Food” means a food or beverage sold at school other than one served as part of the United States Department of Agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts during normal school hours.**

### Vended Beverages and Foods

*“Vended beverages and foods” means a beverage or food product sold in vending machines to student in schools.*

<b>Vended Beverages</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
	<p><b><u>Allowed after the last lunch period:</u></b></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<p><b><u>Allowed any time:</u></b></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• 100% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• no more than 125 calories/container and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<p><b><u>Allow any time:</u></b></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• At least 50% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p><b><u>Allowed after the last lunch period:</u></b></p> <ul style="list-style-type: none"> <li>• Sugar free/Caffeine free soft drinks (must be both)</li> <li>• Non-carbonated flavored water with no added sweeteners</li> <li>• Sports drinks</li> </ul>

	Elementary	Middle	High
<b>Vended Foods</b>	<b>NONE</b>	<p style="text-align: center;"><b>Allowed after the last lunch period.</b></p> <p>Foods meeting the following guidelines</p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>	<p style="text-align: center;"><b>Allowed any time.</b></p> <p>Foods meeting the following guidelines</p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>

**A La Carte** (only during lunch period)

***“A la carte” means a beverage or food product sold in schools to students during the lunch period that is not part of the United States Department of Agriculture school meal program.***

<b>A La Carte Beverages</b>	<b>Elementary</b> <u>Allowed only during lunch period:</u>  <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<b>Middle</b> <u>Allowed only during lunch period:</u>  <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• 100% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• no more that 125 calories/container and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<b>High</b> <u>Allowed only during lunch period:</u>  <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• At least 50% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>
	<b>A La Carte Foods</b>	<p><b>Foods products sold in Elementary, Middle and High School only during the lunch period as a la carte sales must meet the following guidelines</b></p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 400 calories per container or per package or amount served; and</li> <li>• No more than 16 grams of fat (no more than 2 grams from saturated and trans fats combined) per container or per package or amount served and</li> <li>• No more than 30 grams of total sugar per container or per package or amount served.</li> </ul>	

## Fund Raisers (Beverages/Food)

*“Fund Raisers” means beverage or food products sold to raise money that are not sold in vending machines, a la carte sales or part of the United States Department of Agriculture school meal program.*

Fund Raisers	Elementary	Middle	High
<b>During Normal School Hours Beverages</b>	<p style="text-align: center;"><u>Beverages Allowed as fund raiser except during lunch period</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<p style="text-align: center;"><u>Beverages Allowed as fund raiser except during lunch period</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• 100% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners</li> <li>• no more that 125 calories/container and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>	<p style="text-align: center;"><u>Beverages Allowed as fund raiser except during lunch period</u></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy milk</li> <li>• Water</li> <li>• At least 50% fruit juice that has:                             <ul style="list-style-type: none"> <li>• no added sweeteners and</li> <li>• a serving size not to exceed 20 oz.</li> </ul> </li> </ul> <p style="text-align: center;"><b>**No Carbonated Drinks</b></p>
<b>Fund Raisers</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
<b>During Normal School Hours Foods</b>	<b>NONE</b>	<p style="text-align: center;"><u>Allowed as fund raiser except during lunch period</u></p> <p>Foods meeting the following guidelines</p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> </ul>	<p style="text-align: center;"><u>Allowed as fund raiser except during lunch period</u></p> <p>Foods meeting the following guidelines</p> <p><b>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per</li> </ul>

		<ul style="list-style-type: none"> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>	<p>package or amount served, and</p> <ul style="list-style-type: none"> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> <li>• No more than 15 grams of sugar per container or per package or amount served</li> </ul>
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<p style="text-align: center;"><b>Fund Raisers</b></p> <p style="text-align: center;"><b>Outside of Normal School Hours</b></p>	<p><b>Beverages and food products may be sold as fund raisers outside of normal school hours for Elementary, Middle and High Schools provided that at least 50 per cent of the offerings meet the following requirements:</b></p>	
	<p><b>Beverages:</b></p> <ul style="list-style-type: none"> <li>• Milk 2% or less</li> <li>• Soy Milk</li> <li>• Water</li> <li>• At least 50 % fruit juice that has: <ul style="list-style-type: none"> <li>○ No added sweeteners</li> <li>○ No more than 125 calories/container and</li> <li>○ A serving size not to exceed 20 oz.</li> </ul> </li> </ul>	<p><b>Foods:</b></p> <p><b><i>**with the exception of nuts, seeds, cheese, yogurt, and fruit:</i></b></p> <ul style="list-style-type: none"> <li>• No more than 200 calories per container or per package or amount served, and</li> <li>• No more than 8 grams fats per serving with no more than 2 grams from saturated and trans fats per container or per package or amount served and</li> </ul> <p>No more than 15 grams of sugar per container or per package or amount served</p>

## Appendix E

### Evaluation

As per the school district wellness policy rule 6.12.6.6 NMAC each school district must develop and submit a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district’s wellness policy by August 30, 2006.

#### \*SAMPLE EVALUATION PLAN

##### Process Evaluation: Measuring implementation of Wellness Policy

Component/Activity	In Planning	In Process	In Place
School Board established a School Health Advisory Council.			
School Health Advisory Council contain all required members: parent(s), school food authority personnel, school board member(s), school administrator(s), school staff; student(s); and community member(s).			
The School Health Advisory Council reports to the local school board recommendations for development/revision, implementation and evaluation of the wellness policy at least annually.			
The School Health Advisory Council has met at least twice this year for the purpose of development or revision, implementation, and evaluation of the wellness policy.			
The School Health Advisory council designated one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district’s wellness policy.			
The school board has adopted physical activity guidelines for before, during and/or after school.			
Nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in subsection B of 6.12.5.8 NMAC.			
Nutrition guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.			
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.			

Guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.			
Guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.			
A plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.			
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures and emergency response.			
A plan addressing the health services needs of students in the educational process.			
A plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meet the American with Disabilities Act Part III.			

## Process Evaluation: Measuring implementation of Wellness Policy

Component/Activity	Outcome Measures
School Health Advisory Council.	The local school board adopts ____% of the recommendation from the School Health Advisory Council.
Physical Activity.	____% of students participated in physical activity offerings.
Nutrition	<p>100% of the offerings in al la carte meet the guidelines set forth in subsection B of 6.12.5.8 NMAC.</p> <p>100% of the clubs/sports/etc are following the guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.</p> <p>100% of the clubs/sports/etc. are following the guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.</p>
Health Education	____% of students meet the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
Physical Education	____% of students meet the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
Behavior Health	____% reduction in discipline referrals due to behavioral health problems.
School Safety	100% of teachers and other school staff are aware of and know how to implement the school level safety plans.
Health Services	<p>____% reduction in student absenteeism.</p> <p>____% of students who have been screened for vision/hearing.</p>
Staff Wellness	____% reduction in staff absenteeism.

*\*Note this template is a **sample evaluation plan**. Districts may take this template and adjust to fit individual district situations/needs. The “ \_\_\_\_%” are intended for districts to determine an appropriate percentage for outcome measures within the district and should be adjusted on an annual basis to document on-going improvement.*