

Cesar Chavez Community School

Wellness Plan



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Introduction: Cesar Chavez Community School Wellness Policy

Cesar Chavez Community School (hereto referred to as CCCS) is committed to optimal development of every student. CCCS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. This policy outlines CCCS's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- ◆ Students at CCCS 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 7 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 CCCS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- ◆ CCCS 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 CCCS.

- ◆ CCCS will coordinate the wellness policy with other aspects of school management, including CCCS's School Improvement Plan, when appropriate.

Resources

- ◆ New Mexico Public Education Department, Coordinated School Health and Wellness Bureau or phone: 505-827-1804 or 505-827-1821. <http://ped.state.nm.us/sfsb/index.html>
- ◆ Youth Risk and Resiliency Survey (YRRS) – online at <http://youthrisk.org>
- ◆ School District Wellness Policy 6.12.6 NMAC
- ◆ Wellness School Assessment Tool (Wellsat 2.0): <http://www.wellsat.org/resources.aspx>
- ◆ “Healthy, Hunger-Free Kids Act of 2010” (Sec. 204 of Public Law 111-296): <http://www.fns.usda.gov/tn/local-school-wellness-policy>
- ◆ USDA Memorandum on wellness policies: http://www.fns.usda.gov/sites/default/files/SP42-2011_os.pdf
- ◆ The Centers for Disease Control and Prevention, Division of Adolescent and School Health Local School Wellness Policy: <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>
- ◆ Action for Healthy Kids, *Wellness Policy Tool: Seven Steps to Success*, <http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool>
- ◆ *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*, Iowa Department of Public Health, 2000: <http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>
- ◆ Team Nutrition: Local Wellness Policy Resources: <http://www.fns.usda.gov/tn/local-school-wellness-policy>.
- ◆ Fit, Healthy and Ready to Learn, National Association of State Boards of Education, provides detailed guidance for development of school health policies following the Coordinated School Health Program model: <http://www.nasbe.org>.
- ◆ Alliance for a Healthier Generation Healthy Schools Program online tools: <https://schools.healthiergeneration.org/>
- ◆ Fuel Up to Play 60 – Empowering Youth, Schools and Communities to Stay Healthy: <https://www.fueluptoplay60.com/>
- ◆ Allergy and Emergency Action Plan Worksheet: <http://ped.state.nm.us/sfsb/tools/2014/Allergy%20and%20Emergency%20Action%20Plan%20Worksheet.pdf>

Family, School and Community Involvement

Definition

Family, school and community involvement means an integrated approach for enhancing the health and well-being of non-traditional students by establishing a School Health Advisory Council (SHAC) that has the responsibility to make recommendations to the Governance Council in the development, 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 non-traditional students and their families.

Requirement

CCCS has established a School Health Advisory Council that consists of parent(s), school governing council member(s), school administrator(s), school nurse, school staff, student(s), and community member(s). There will not be a school food authority personnel included on the advisory council due to our shortened school day and having our own staff members serving lunch.

The SHAC shall have the responsibility to make recommendations to the Governance Council in the development, revision, implementation, and evaluation of the school district wellness policy.

The SHAC shall meet for this purpose a minimum of two times annually.

SHAC Members & Contact Information

See Appendix A.

Goal

The goal of CCCS is to facilitate family, school and community involvement within a coordinated school health approach to create a total school environment that is conducive to non-traditional student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy students 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). Component two (II) includes other activities CCCS's SHAC created that are specific to the needs of our students and families.

I. PED required activities:

- ◆ CCCS will assign responsibilities to School Health Advisory Council members (SHAC) to develop, implement, monitor and evaluate the school's wellness policy.

- ◆ CCCS will create guidelines to provide physical activity opportunities to students before, during and/or after school.
- ◆ CCCS will create nutrition guidelines for a la carte offerings minimally meeting guidelines as stated in the competitive food sales rule.
- ◆ CCCS has 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.
- ◆ CCCS has guidelines for a planned 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
- ◆ CCCS has guidelines for a planned physical education curriculum that provides the optimal opportunity for 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.
- ◆ CCCS has a plan addressing the behavioral health needs of all students by focusing on students' social and emotional well-being.
- ◆ CCCS has a school safety plan focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response.
- ◆ CCCS addresses the health services needs of all students.
- ◆ CCCS addresses the wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.

II. Other activities:

- ◆ CCCS will review contracts with outside vendors that encourage healthful eating by meeting guidelines as stated in the competitive food sales rule.
- ◆ CCCS will increase community awareness of student health needs.
- ◆ CCCS partners with community to support policies and programs.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

CCCS 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.

This wellness policy and the progress data can be found at: www.cesarchavezcharter.net.

Recordkeeping

CCCS will retain records to document compliance with the requirements of the wellness policy at the district administrative offices at Cesar Chavez Community School. 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 the triennial assessment of the policy; and
- ◆ Documentation demonstrating compliance with public notification requirements, including: (1) methods by which the wellness policy, annual progress data, and triennial assessments are made available to the public; and (2) efforts to actively notify families about the availability of wellness policy.

Annual Progress Data

CCCS will collect information related to the wellness policy and make it available to all stakeholders as appropriate.

The following information will be made available on the website at www.cesarchavezcharter.net:

- ◆ How the public can receive/access a copy of the wellness policy;
- ◆ The name, position title, and contact information of the designated Wellness Policy leaders; and
- ◆ Information on how individuals and the public can get involved with the SHAC.

Triennial Progress Assessments

At least once every three years, CCCS will evaluate compliance with the wellness policy per the CSHWB nutrition administrative review process to assess the implementation of the policy and include:

- ◆ The extent to which CCCS is in compliance with the wellness policy; and
- ◆ A description of the progress made in attaining the goals of CCCS's wellness policy.

The position/person responsible for managing the triennial assessment is Tani Arness, Principal. The SHAC will help monitor CCCS's compliance with this wellness policy. CCCS will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual data and triennial assessments, and/or as: CCCS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or State guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

CCCS is committed to being responsive to community input, which begins with awareness of the wellness policy. CCCS will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. CCCS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. CCCS will use electronic mechanisms, such as email or displaying notices on CCCS's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. CCCS will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that CCCS and individual schools are communicating other important school information with parents.

CCCS will notify the public about the content of or any updates to the wellness policy triennially, at a minimum. CCCS will also use these mechanisms to inform the community about the availability of the annual data and triennial reports.

Evaluation

See Appendix C.

Resources

- ◆ New Mexico Public Education Department, Coordinated School Health and Wellness Bureau or phone: 505-827-1804 or 505-827-1821. <http://ped.state.nm.us/sfsb/index.html>
- ◆ Youth Risk and Resiliency Survey (YRRS) – online at <http://youthrisk.org>
- ◆ School District Wellness Policy 6.12.6 NMAC
- ◆ Wellness School Assessment Tool (Wellsat 2.0): <http://www.wellsat.org/resources.aspx>
- ◆ “Healthy, Hunger-Free Kids Act of 2010” (Sec. 204 of Public Law 111-296): <http://www.fns.usda.gov/tn/local-school-wellness-policy>
- ◆ USDA Memorandum on wellness policies: http://www.fns.usda.gov/sites/default/files/SP42-2011_os.pdf
- ◆ The Centers for Disease Control and Prevention, Division of Adolescent and School Health Local School Wellness Policy: <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>
- ◆ Action for Healthy Kids, *Wellness Policy Tool: Seven Steps to Success*, <http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool>
- ◆ *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*, Iowa Department of Public Health, 2000: <http://www.schoolwellnesspolicies.org/resources/AGuideToCommunitySchoolHealthCouncils.pdf>

- ◆ Team Nutrition: Local Wellness Policy Resources: <http://www.fns.usda.gov/tn/local-school-wellness-policy>.
- ◆ Fit, Healthy and Ready to Learn, National Association of State Boards of Education, provides detailed guidance for development of school health policies following the Coordinated School Health Program model: <http://www.nasbe.org>.
- ◆ Alliance for a Healthier Generation Healthy Schools Program online tools: <https://schools.healthiergeneration.org/>
- ◆ Fuel Up to Play 60 – Empowering Youth, Schools and Communities to Stay Healthy: <https://www.fueluptoplay60.com/>
- ◆ Allergy and Emergency Action Plan Worksheet: <http://ped.state.nm.us/sfsb/tools/2014/Allergy%20and%20Emergency%20Action%20Plan%20Worksheet.pdf>

Health Education

Definition

Health Education is an instructional program that provides the opportunity to motivate students in maintaining and improving their health, preventing disease and reducing health-related risk behaviors. It assists students by developing 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.

Requirement

CCCS wellness policy incorporates a planned 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.

Goal

The goal of CCCS health education curriculum is to acquire life skills in order to attain personal, family, community, consumer and environmental 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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS wellness policy includes a planned 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 as set forth in 6.30.2.19 NMAC, see.
- ◆ CCCS 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.
- ◆ CCCS 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 as part of our admission packet.
- ◆ CCCS will provide instruction about HIV and related issues in the curriculum of the required health education content area to all students as set forth in 6.12.2.10.C NMAC.
- ◆ Per the 2016 amendment to Section 22-13-1 NMSA 1978, Section H, CCCS will provide instruction in lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation (CPR) training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims.

Evaluation

See Appendix C.

II. Other Activities:

- ◆ Health education will be taught in a manner that is culturally sensitive (race, religion, sexual orientation and other personal beliefs).
- ◆ Health education will be taught in a way that allows students to use a variety of methods in which to express themselves.
- ◆ Health education will be taught in a way that maintains the school's core ideals of re-engaging families in the education processes and meeting student's individual needs.
- ◆ Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (e.g. School Health Education Institute, Head to Toe, New Mexico Activities Association, etc.) as circumstance allows.

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 may include, but are not limited to:

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

Resources

- ◆ National Health Education Standards - <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- ◆ CDC: Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health - <https://www.cdc.gov/healthyschools/wsccl/index.htm>
- ◆ Coordinated Approach to Child's Health (CATCH) - <http://catchinfo.org/>
- ◆ Sexual Risk Behavior Guidelines & Resources: CDC - <https://www.cdc.gov/healthyouth/sexualbehaviors/strategies.htm>
- ◆ National Sexuality Education Standards and Tools - <http://www.futureofsexed.org/fosestandards.html>
- ◆ American School Health Association - <http://www.ashaweb.org/>
- ◆ 6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools - <http://164.64.110.239/nmac/parts/title06/06.012.0004.htm>
- ◆ Project Heart Start - <http://projectheartstartnm.org/>
- ◆ CSHWB Tools for Schools – Lifesaving Skills/CPR Resources - <http://ped.state.nm.us/sfsb/tools/>

Nutrition and Nutrition Education

Definition

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

CCCS's nutrition education aims to teach, encourage and support healthy eating by students. Nutrition Education and healthy eating will allow for proper physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention and the ability to resist disease.

Requirement

CCCS wellness policy includes nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC. See Appendix E.

CCCS wellness policy includes 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. See Appendix E.

CCCS wellness policy includes 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. See Appendix E.

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 CCCS policies which provide adequate nutrition opportunities.

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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ♦ CCCS nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC. See Appendix E.
- ♦ CCCS 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. See Appendix E.
- ♦ CCCS 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. See Appendix E.
- ♦ CCCS provides 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.

- ◆ CCCS has procedures for the documentation of all foods available on the school campus including all foods sold to students that must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.
- ◆ CCCS has procedures for the documentation of fundraisers that do not meet the competitive food standards that must be limited to no more than two occasions per semester term per school and may not be conducted during meal service or in the food service area.
- ◆ CCCS has guidelines for other school-based activities to promote student wellness.

II. **Other Activities:**

- ◆ All students at CCCS will receive consistent nutrition messages throughout the school by meeting nutrition guidelines in all activities involving food (parent meetings, recognition, rewards, school wide events etc.).
- ◆ CCCS students will be offered nutritious foods before, during and after state mandated tests.
- ◆ CCCS will offer healthy food options to students during their daily break.

Nutrition

School Meals

CCCS is committed to serving healthy meals with plenty of fruits, vegetables, whole grains, and fat-free, flavored, and low-fat, non-flavored milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification), and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

CCCS participates in USDA child nutrition programs, including the National School Lunch Program and the School Breakfast Program. CCCS is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- ◆ Are accessible to all students;
- ◆ Are appealing and attractive to children;
- ◆ Are served in clean and pleasant settings;
- ◆ Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (CCCS offers reimbursable school meals that meet USDA nutrition standards.) (Further guidelines on food handling, food service and food processing can be located in 7.6.2 NMAC.)
- ◆ Promote healthy food and beverage choices encouraging as many as reasonable of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).

- Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students. (See Offer Versus Serve guidance document.)
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - The report on the most recent food safety inspection must be posted in a publically visible place in the school and copies of the report provided to any member of the public upon request. (Follow guidelines for submission of the Food Safety Inspections Assurance form in the Safe Schools Guidance Document.)
- ◆ A sample menu will be posted on CCCS website. Menus will also be posted throughout the school.
 - ◆ Menus will be created/reviewed by a certified nutrition professional.
 - ◆ School meals are administered by a team of trained students and staff.
 - ◆ CCCS child nutrition program will accommodate students with special dietary needs.
 - ◆ Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meals and are seated.
 - ◆ Students are served lunch at a reasonable and appropriate time of day.
 - ◆ Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout the school campus. CCCS will also make drinking water available where school meals are served during mealtimes.

- ◆ In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day.
- ◆ All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

CCCS is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. CCCS will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

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

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

- ◆ Implementing evidence-based healthy food promotion techniques through the school meal programs, using Smarter Lunchroom techniques; and
- ◆ Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

CCCS aims to teach, model, encourage, and support healthy eating by students. CCCS will provide nutrition education and engage in nutrition promotion that may include:

- ◆ Providing students with the knowledge and skills necessary to promote and protect their health;
- ◆ Integrating nutrition into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;

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

Essential Healthy Eating Topics in Health Education

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

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

Food and Beverage Marketing in Schools

CCCS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. CCCS strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students

are subjected to advertising on CCCS property that contains messages, inconsistent with the health information CCCS is imparting through nutrition education and health promotion efforts. It is the intent of CCCS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with CCCS's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- ◆ Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- ◆ Displays, such as on vending machine exteriors;
- ◆ Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards;
- ◆ Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by CCCS;
- ◆ Advertisements in school publications or school mailings; and
- ◆ Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Other Activities that Promote Student Wellness

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

CCCS encourages teaching staff to coordinate content across curricular areas that may promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or CCCS's curriculum experts.

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

Community Partnerships

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

Community Health Promotion and Engagement

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

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

Food Safety Inspections

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

Resources

- ◆ Nutrition: Competitive Food Sales rule 6.12.5.8 NMAC - <http://164.64.110.239/nmac/parts/title06/06.012.0005.htm>
- ◆ USDA Team Nutrition for nutrition education materials: <http://www.fns.usda.gov/tn/team-nutrition>
- ◆ Dietary Guidelines for Americans 2015 - 2020: <http://health.gov/dietaryguidelines/2015/>
- ◆ Healthier US School Challenge: Smarter Lunchrooms <http://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>
- ◆ USDA Best Practices Share Center: School Nutrition Environment and Wellness Resources - <http://healthymeals.nal.usda.gov/best-practices>
- ◆ USDA Healthier School Day Tools for Schools: <http://www.fns.usda.gov/healthierschoolday/tools-schools>
- ◆ USDA Guide to Professional Standards for School Nutrition Programs: <http://www.fns.usda.gov/guide-professional-standards-school-nutrition-programs>
- ◆ Smart Snacks in Nutrition standards: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.
- ◆ The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

Physical Activity

Definition

Physical activity means body movement of any type which includes recreational, fitness and sport activities. Physical education is one source, but not the only source of physical activity before, during and/or after school offered at CCCS.

Requirement

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

Goal

CCCS's 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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS provides physical activity opportunities to students before, during and/or after school. See Appendix F.
- ◆ CCCS provides 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:

- ◆ All CCCS staff will encourage physical activity (i.e. stretching breaks etc.) by not prohibiting student participation as a means of punishment.
- ◆ All CCCS students will be encouraged to participate in the basic physical activities of walking, biking and skating as transportation modes to and from school.
- ◆ All CCCS students will have access to information promoting community-based physical activities (i.e. sports clubs, bike club, hiking club).

Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day (<http://www.cdc.gov/physicalactivity/basics/children/index.htm>). A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities,

and CCCS is committed to encouraging these opportunities. CCCS will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Physical activity during the school day (including but not limited to physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

Environmental Design

CCCS will identify a plan to ensure that its grounds and facilities are safe and that equipment is available to students to be active. CCCS will conduct scheduled safety checks to include regular inspections of playing fields and playgrounds, using an approved checklist. Monitoring of building and grounds procedure will also include steps to complete necessary inspections and repairs in a timely manner.

Essential Physical Activity Topics in Health Education

CCCS health education curriculum may include, but is not limited to the following essential topics on physical activity:

- ◆ The physical, psychological, or social benefits of physical activity
- ◆ How physical activity can contribute to a healthy weight
- ◆ How physical activity can contribute to the academic learning process
- ◆ How an inactive lifestyle contributes to chronic disease
- ◆ Health-related fitness, that is: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- ◆ Differences between physical activity, exercise, and fitness
- ◆ Phases of an exercise session, that is: warm up, workout, and cool down
- ◆ Overcoming barriers to physical activity
- ◆ Decreasing sedentary activities, such as TV watching and video games
- ◆ Opportunities for physical activity in the community
- ◆ Preventing injury during physical activity
- ◆ Weather-related safety, for example: avoiding heat stroke, hypothermia, and sunburn while being physically active
- ◆ How much physical activity is enough, that is: determining frequency, intensity, time, and type of physical activity
- ◆ Developing an individualized physical activity and fitness plan
- ◆ Monitoring progress toward reaching goals in an individualized physical activity plan
- ◆ Dangers of using performance-enhancing drugs, such as steroids
- ◆ Social influences on physical activity, including media, family, peers, and culture
- ◆ How to find valid information or services related to physical activity and fitness
- ◆ How to influence, support, or advocate for others to engage in physical activity
- ◆ How to resist peer pressure that discourages physical activity

Physical Activity Breaks

CCCS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. CCCS recommends teachers provide short (3-5 minute) physical activity breaks to

students during and/or between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. CCCS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

CCCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

CCCS encourages opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. CCCS will encourage students to be physically active before and after school.

Active Transport

CCCS will support, as appropriate, active transport to and from school, such as walking or biking. CCCS will encourage this behavior by providing safe storage for bikes, helmets, and skateboards.

Resources

- ◆ CDC: Comprehensive School Physical Activity Program - <https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>
- ◆ Action for Healthy Kids: includes “Tools for Schools” resources. <http://www.actionforhealthykids.org/tools-for-schools/game-on/assess-a-track-progress>
- ◆ US Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity - <https://www.ncbi.nlm.nih.gov/books/NBK44206/>
- ◆ Change Lab Solutions - <http://www.changelabsolutions.org/unlocking-possibilities>
- ◆ Presidential Youth Fitness Program - Includes Fitness Program Checklist. <http://www.pyfp.org/>
- ◆ USDA Healthy Meals Resource System on Physical Activities - <https://healthymeals.fns.usda.gov/activities-and-tools-1>

- ◆ Alliance for a Healthier Generation Physical Activity Resources - https://www.healthiergeneration.org/take_action/schools/physical_activity/physical_activities/
- ◆ Environmental Protection Agency Resources for school environmental health program - <https://www.epa.gov/schools>

Physical Education

Definition

Physical Education is an instructional program that provides the opportunity for students to cognitively learn and develop 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 6.030.2.20 NMAC.

Requirement

The wellness policy shall include a planned 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.

Goal

The goal of CCCS is to provide students with physical education activities that are aligned with state standards, benchmarks and performance standards and encourage attitudes needed to be physically fit and active for a lifetime.

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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS's physical education plan includes a planned, high school 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.
- ◆ CCCS's physical education curriculum is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.29 NMAC.

II. Other Activities:

- ◆ CCCS has a certified physical education teacher to provide cognitive and physical activities in the realm of physical education.
- ◆ CCCS limits physical education class sizes so they are consistent with those of other subject areas.
- ◆ Physical educators are provided professional development opportunities such as workshops, training conferences and collaboration to acquire the latest information, innovations, and ideas in their field and implementing them into their PE classes.

Physical Education

CCCS will provide students with physical education, using an age-appropriate, sequential physical education curriculum, consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as to incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. CCCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All CCCS students are required to take the equivalent of one academic year of physical education.

Resources

- ◆ NM Content Standards with Benchmarks and Performance Standards. K-12 Standards and benchmarks in 3 age-group sets: K-4; 5-8; 9-12 - <http://www.ped.state.nm.us/standards/>
- ◆ National Association of Sport and Physical Education – Largest of 5 professional organizations within the American Alliance for Health, Physical Education, Recreation and Dance. <https://pgpedia.com/n/national-association-sport-and-physical-education>
- ◆ American Alliance for Health, Physical Education, Recreation, and Dance: <http://www.shapeamerica.org/>, click on: Media and Advocacy and/or Publications
- ◆ National Association of State Boards of Education: School Health Policy Database - http://www.nasbe.org/healthy_schools/hs/index.php.
- ◆ 6.29.9 NMAC, Standards for Excellence - <http://164.64.110.239/nmac/parts/title06/06.029.0009.htm>
- ◆ SHAPE America: National PE Standards - <http://www.shapeamerica.org/standards/pe/>
- ◆ Physical Education Curriculum Analysis Tool (PESAT) - <https://www.cdc.gov/healthyschools/pecat/index.htm>
- ◆ Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison - <http://www.shapeamerica.org/standards/guidelines/loader.cfm?csModule=security/getfile&pageid=5246>
- ◆ Society of Health and Physical Educators: SHAPE America - <http://portal.shapeamerica.org/explorePA.aspx>
- ◆ PE Central - <http://www.pecentral.org/>
- ◆ National Association of State Boards of Education - <http://www.nasbe.org/>

Healthy and Safe Environment

Definition

Healthy and safe environment means the physical, aesthetic and psychosocial climate and culture of the school that affects the total learning experience of students. 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 prevention strategies, policies and procedures and emergency response plans.

Goal

CCCS promotes a climate and culture before, during and after school for students, teachers, staff, parents and community members that promotes personal growth, healthy interpersonal relationships, freedom from discrimination and abuse, and 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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS has a school safety plan that focuses on supporting healthy and safe environments through prevention strategies, emergency response plans, and other supporting policies and procedures. See CCCS Safe School Plan.
- ◆ CCCS will perform 12 emergency drills consisting of 9 fire drills, 2 shelter-in-place drills and one evacuation drill at intervals set forth in subsection M of 6.30.2.10 NMAC. See CCCS Safety Records Binder.
- ◆ CCCS has a Bullying Prevention Policy, which absolutely prohibits bullying, including cyberbullying. See CCCS Safe School Plan.

II. Other Activities:

- ◆ All CCCS staff receives training on safety procedures involving emergency drills, non-violence intervention strategies, and critical incidence training.
- ◆ CCCS abides by school policies which create an environment free of tobacco, alcohol, and other drugs.
- ◆ All CCCS buildings and grounds will meet current safety standards and will be kept inviting, clean, safe, and in good repair.
- ◆ CCCS is a gun-free school in accordance with 6.11.2 NMAC.
- ◆ In accordance with 6.29.1.9 NMAC, CCCS has procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use

on human health and the environment, including people with special sensitivities to pesticides.

Resources

- ◆ US Department of Education Office of Safe and Healthy Students - <https://www2.ed.gov/about/offices/list/oese/oshs/index.html?exp=2>
- ◆ For a list of current resources and trainings, visit the PED's Safe Schools tab. <http://ped.state.nm.us/sfsb/safeschools/>
- ◆ Federal Emergency Management Agency (FEMA) - <https://www.fema.gov/>
- ◆ American Red Cross (Training for Employees) - <http://www.redcross.org/prepare/location/workplace/train-employees>
- ◆ NM Department of Homeland Security and Emergency Management - <http://www.nmdhsem.org/>
- ◆ Youth Risk and Resiliency Survey (YRRS) – online at <http://youthrisk.org>

Social and Emotional Well-being

Definition

Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health. School behavioral and mental health programs focus on breaking down health and social barriers to students' learning, with emphasis on meeting each student's individual health needs. Behavioral health programs support the student's process to become a fully functioning and happy member of society. Programs 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 to address the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

Goal

The goal of CCCS 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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ♦ CCCS has a plan that addresses the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being. See Appendix G.
- ♦ 6.29.1 NMAC Standards for Excellence General Provisions require districts and charter schools to provide or make provisions for support service programs, which strengthen the instructional program. Required support service programs include school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2) provide licensed staff to develop and supervise the program; (3) be assessed as part of the educational plan for student success (EPSS) process (see 6.29.1.8 NMAC); and (4) support the local curriculum and EPSS.
- ♦ School personnel are required by law to report substance abuse, child abuse and neglect.
- ♦ **Substance Abuse:** Section 22-5-4.4 NMSA 1978
 - A. A school employee who knows, or in good faith suspects, any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board.
 - B. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse, shall be held liable for any civil

damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse.

- ◆ **Child Abuse and Neglect: Section 22-10A-32 NMSA 1978**
 - A. All licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. Except as otherwise provided in this subsection, this requirement shall be completed within the licensed school employee's first year of employment by a school district.

II. **Other Activities:**

- ◆ CCCS will create an environment that students will be able to request assistance when needed.
- ◆ CCCS will provide a supportive school environment that links students to community resources.
- ◆ CCCS school personnel know how to recognize and respond to a student who is showing signs of suicidal ideation.

Evaluation

See Appendix C.

Resources

- ◆ American School Counselor Association. <https://www.schoolcounselor.org/>
- ◆ NM Department of Health Office of School & Adolescent Health - <https://nmhealth.org/about/phd/hsb/osah/>
- ◆ Mental Health America - <http://www.mentalhealthamerica.net/>
- ◆ National Institute of Mental Health - <https://www.nimh.nih.gov/index.shtml>
- ◆ National Association of School Psychologists - <http://www.nasponline.org/>
- ◆ Breaking the Silence - Lesson plans, games and posters to address/create safe discussion and de-stigmatize mental illness. <http://www.btslessonplans.org/>
- ◆ Responding to Crisis at a School – white paper to assist schools in preparing for recovery due to loss, grief and other crises. <http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>
- ◆ Training module from a prevention perspective: Addressing Barriers to Learning: New Directions for Mental Health in Schools - <http://smhp.psych.ucla.edu/pdfdocs/contedu/conted.pdf>
- ◆ National Indicators of Child Well-Being - <https://www.childstats.gov/americaschildren/index.asp>
- ◆ Mental Health: Suicide Behavior - <https://www.mentalhealth.gov/what-to-look-for/suicidal-behavior/index.html>

- ◆ Reporting Child Abuse and Neglect: An E-Learning for School Personnel and Health Providers - <https://swrtc.nmsu.edu/resources/elearning/educators/>
- ◆ Positive Behavioral Interventions & Supports - <https://www.pbis.org/>
- ◆ Functional Behavioral Assessment and Behavior Intervention Plan – School Psychologist Files - http://schoolpsychologistfiles.com/fba_bip/

Health Services

Definition

CCCS' health services are provided for students to appraise, protect and promote health by ensuring referral to a primary health care or behavioral health services, prevent and control communicable disease, provide emergency care for illness or injury, provide sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities to improve individual, family and community health.

Requirement

The wellness policy shall include a plan to address the health services needs of students.

Goal

CCCS health services provide coordinated, accessible health and behavioral 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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS has a plan that addresses the health service needs of all students in the educational process. See Appendix H.
- ◆ 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” will be provided with an Individualized Health Plan (IHP), written by CCCS’s school nurse, to be reviewed annually, and to be attached to the student’s IEP or 504 plan based upon the student’s needs.
- ◆ CCCS policy ensures 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.
- ◆ CCCS 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. An exception is provided to a student experiencing homelessness, pursuant to the McKinney-Vento Homeless Assistant Act.
- ◆ In accordance with 6.12.2.9 NMAC, CCCS policy acknowledges all public and nonpublic schools must grant to any student 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.

II. Other Activities:

- ◆ CCCS will provide a linkage to community health resources for students and families.
- ◆ CCCS services will include screenings and referrals, evaluations and assessments, first aid and emergency care and ancillary services as needed.
- ◆ CCCS will create an atmosphere of preventive care by encouraging daily physical activity, nutritious snack options, drinking water, use of sanitary wipes to clean working space at the beginning of class, and encouragement of staff and students to wash their hands.
- ◆ CCCS health service programs strive to meet all reporting, record-keeping and confidentiality requirements.

Resources

- ◆ NMDOH Secretary Memo: 2-20-2015 Immunization Guidance - <https://nmhealth.org/publication/view/general/1582/>
- ◆ Exemption from Immunization Form - <https://nmhealth.org/publication/view/form/454/>
- ◆ NM School Health Manual - <http://nmschoolhealthmanual.org/index.html>
- ◆ NM School Health Manual, Section VI: Medications in the Schools - http://nmschoolhealthmanual.org/shm_06.pdf
- ◆ National Association of School Nurses - <http://www.nasn.org/home>

Staff Wellness

Definition

Staff wellness includes opportunities that encourage school staff to pursue a healthy lifestyle that contributes to their improved health status and morale within the school.

Requirement

The wellness policy shall include a plan addressing staff wellness needs.

Goal

CCCS promotes activities for all staff members that provide opportunities for improving physical, emotional and mental health, as well as disease and disability prevention activities.

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). Component two (II) includes other activities the school health advisory council created that are specific to the needs of CCCS.

I. PED required activities:

- ◆ CCCS has a plan that addresses the wellness needs of staff. See Appendix I.
- ◆ CCCS has a policy that ensures that the rights to privacy of all school employees infected with HIV are protected.

II. Other Activities:

- ◆ CCCS encourages regular opportunities for staff to relax and socialize outside of the school environment.
- ◆ CCCS staff receive a training in Self Care for School Staff at the beginning of each school year.

Professional Learning

When feasible, CCCS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help CCCS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts. Such learning will also assist school staff to develop current and lifelong habits that optimize their personal health.

Resources

- ◆ National Wellness Institute - <http://www.nationalwellness.org/>
- ◆ Office of Personnel Management - <https://www.opm.gov/policy-data-oversight/worklife/health-wellness/>
- ◆ Health Policy Briefs: Workplace Wellness Programs - http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=93

Appendix A: SCHOOL HEALTH ADVISORY COUNCIL (SHAC) MEMBERS

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

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
Sarah Herbert, LCSW	Policy lead/School Social Worker	505 877-0558	siones@cesarchavezcharter.net
Tani Arness	School administrator	505 877-0558	tarness@cesarchavezcharter.net
John Krone	Gov. Council member/Counselor	██████████	rosaandme@yahoo.com
Nathan Everett	Dean of Students	505 877-0558	neverett@cesarchavezcharter.net
Karina Cuara	Parent Coordinator	505 877-0558	kcuara@cesarchavezcharter.net
Courtney Palermo, LPCC	School Counselor	505 877-0558	cpalermo@cesarchavezcharter.net
Jamie Vachio, Owner of NAMA	School Food Professional	██████████	jamie@namacatering.com
Socorro Mendoza	Parent	██████████	N/A
Jesus Chavez Mendoza & Yessenia Vargas	Students	██████████	N/A
Bonnie Kauffman	School Nurse	505 877-0558	charterschoolnursing@hotmail.com
Jamie Vachio	Community member	██████████	jamie@namacatering.com

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. “Fund raiser” means a sale on a school campus to benefit a school or school organization of beverage or food products limited by a United States department of agriculture school meal program for use, consumption or sale during the school day in competition with school meals. A fundraiser may be conducted only for up to one school day on two occasions per semester or trimester term in a school that participates in United States department of agriculture school meal programs. The wellness policy implemented through 6.12.6 NMAC shall include annual assurances to the New Mexico public education department of compliance with limitations on “fund raisers” pursuant to this subsection and subject to review as part of the administrative review of a school food authority.

D. “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.

E. “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.

F. “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.

G. "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.

H. "Physical activity" means body movement of any type which include recreational, fitness, and sport activities.

I. "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.

J. "Social and emotional wellbeing" means services provided to maintain or improve students' mental, emotional, behavioral, and social health.

K. "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.

L. "Emergency Operation Plan (EOP)" means the document which outlines and explains functions, resources and coordination procedures for responding to and supporting crisis, emergency, terrorist-response, and disaster operations, and is that portion of a safe school plan that details risk assessments and establishes the plans or procedures to manage a crisis, emergency, terrorist or disaster event before, during and after it has occurred and includes, but is not limited to, emergency routes and staff assignments as they relate to immediate actions, delayed actions, mitigation actions, facility evacuations and facility reentry.

[6.12.6.7 NMAC - N, 02-28-06; A, 11-30-06; A, 05-15-14; A, 12-30-14]

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) and (10) 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), (6), (7), (8) and (9) 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 after school;

(4) nutrition guidelines meeting standards established by federal rules at 7 CFR 210.11 and 7 CFR 210.11a, the Healthy Hunger-Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966;

(5) guidelines for fund raisers established at 6.12.5 NMAC and an annual assurance of compliance with limitations on fund raisers established at 6.12.5 NMAC;

(6) a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional wellbeing;

(7) school safety plans at each school building focused on supporting healthy and safe learning environments; the school safety plan must be submitted to the public education department for approval on a three-year cycle and must include the following minimum components:

(a) introduction;

- (b) school policies and procedures;
- (c) prevention; and
- (d) a school EOP;

(8) a plan addressing the health services needs of students in the educational process;

(9) 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;

(10) 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; A, 11-30-06; A, 05-15-14; A, 12-30-14]

History of 6.12.6 NMAC: [Reserved]

Appendix C Evaluation Plan

The Evaluation Plan may be used by districts to ensure that each component of the wellness policy has been fully developed. It is a useful checklist for planning and for monitoring the implementation of each component. The template may also assist the schools in assuring that all statutes related to the policy are in place. This checklist should be included together with the wellness policy materials that are presented by the district to members of the Public Education Department during the CSHWB nutrition administrative review process.

Name(s) of Designated Person(s) monitoring the district's wellness policy development and ongoing assessment: _____

District/Charter School: _____

Date of most recent review: _____

Yes	No	Date of Completion	Item	Name of Person(s) Responsible
			Compliance with PED Wellness Policy rule, 6.12.6 NMAC – wellness policy completed and fully implemented	
			Each school's progress in meeting district's Wellness Policy goals recorded	
			Wellness Policy available to parents/guardians of school children/youth	
			SHAC established according to regulation (see Appendix A for list of council members)	
			SHAC meets minimum of two times annually, regarding wellness policy development and/or assessment	
			SHAC representative assigned to provide recommendations and to participate with district on wellness policy development	
			Federal and PED guidelines used to develop wellness policy	
			Parents and community members actively sought to participate in development of wellness policy	
			Each of the following Nutrition components of the policy met: <input type="checkbox"/> District Wellness Policy meets requirements of section 204 of Healthy, Hunger-Free Kids Act of 2010, Public law 111-296 <input type="checkbox"/> 6.12.5.8 NMAC Competitive Foods Standards compliance <input type="checkbox"/> Assurance of adherence to requirements re. possible food allergies in schools <input type="checkbox"/> Individualized Healthcare Plan guidelines incorporated <input type="checkbox"/> 7.30.12 NMAC Emergency Medications in Schools compliance in case of allergic reactions <input type="checkbox"/> USDA Food & Beverage Marketing and Advertising	

		<p>policies compliance</p> <ul style="list-style-type: none"> <input type="checkbox"/> District schools meet or exceed local, state and federal nutrition requirements and/or USDA nutrition standards <input type="checkbox"/> Compliance with NSLP, SBP, FFVP, SFSP, ASSP and other USDA regulated programs <input type="checkbox"/> The district appropriately operates other programs, including: Farm to School, Breakfast after the Bell, school gardens, etc. <input type="checkbox"/> Smarter Luncheon Techniques are used to encourage students by promoting healthier food and beverage choices <input type="checkbox"/> School nutrition staff meet or exceed hiring and professional development requirements per the USDA standards for child nutrition professionals <input type="checkbox"/> Free, safe unflavored drinking water is made available to all students throughout the school day <input type="checkbox"/> Nutrition education is included as part of the health education curriculum <input type="checkbox"/> Healthy messages and nutrition promotional materials are made available throughout the school and school-related activities <input type="checkbox"/> Food Safety Inspections are conducted twice annually per USDA regulations and state rules, and reports are posted publicly 	
		<p>Health Education contents standards with benchmarks and performance standards (6.29.1 NMAC Standards for Excellence) disseminated to each school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health Education curriculum for each school validated as comprehensive, per PED standards and benchmarks <input type="checkbox"/> Life skills training is integral part of health education curriculum <input type="checkbox"/> Schools apply PED’s “opt-out” policy, regarding sexuality component of health education curriculum <input type="checkbox"/> Assurance that HIV instruction is provided (6.12.2.10 NMAC) <input type="checkbox"/> Lifesaving skills training is included in Health Education courses 	
		<p>Quality physical activity is a component of the district’s wellness policy, which aligns with the NM Health Education Content Standards as set forth in 6.29.9 NMAC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools provide physical activity guidelines before and after school <input type="checkbox"/> Playground facilities and equipment are regularly inspected for safety and accessibility <input type="checkbox"/> Schools are restricted from withholding physical activity from students as a form of punishment <input type="checkbox"/> Physical activity is included as a health education topic 	
		<p>Physical education (PE) is included in schools’ required programs and is based on Section 6.29.6 NMAC, NM Physical Education Content Standards with benchmarks and Performance Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> The wellness policy includes a planned, sequential, and 	

		<p>developmentally appropriate physical education curriculum</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE instruction aligns with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision <input type="checkbox"/> One unit in physical education is included as a district graduation requirement <input type="checkbox"/> Any alternative course offered by the district in lieu of PE is compliant with state content and performance standards <input type="checkbox"/> Adapted physical education is available to all students where appropriate <input type="checkbox"/> Physical educators are appropriately trained and certified/licensed to teach the subject 	
		<p>Each school has an approved Safe School Plan that is compliant with wellness policy rule 6.12.6 NMAC. (A separate Safe School Plan guidance document is provided to schools from the PED, which has detailed information and supplemental materials to guide districts/schools)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools perform 12 emergency drills each year, consisting of: 9 fire drills; 2 Shelter-in-Place drills; and one evacuation drill <input type="checkbox"/> A fully developed Bullying Prevention Policy is available at each school, which prohibits bullying/cyberbullying and is made available to students and parents/guardians, according to 6.12.7.8 (D) NMAC <input type="checkbox"/> The school policies include full compliance with 6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools; communication of such policy includes posting of signs on campuses to prohibit ATOD in all campuses and campus-related activities <input type="checkbox"/> All schools are compliant with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public Students in providing schools that are absolutely gun free <input type="checkbox"/> Schools are compliant with 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O in requiring full implementation of procedures for pest management <input type="checkbox"/> All other Assurance forms have been completed and submitted through WebEPPS to the PED 	
		<p>District Wellness Policy includes a plan to address the behavioral health needs of students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support services are available for all students, including a referral system that is clearly conveyed to all members of the school community <input type="checkbox"/> Schools provide licensed staff to develop and supervise the behavioral health program <input type="checkbox"/> Students' behavioral health needs are assessed as part of the education plan process for student success <input type="checkbox"/> Schools adhere to substance abuse reporting per Section 22-5-4, 4 NMSA 1978 <input type="checkbox"/> School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA 1978 	

			Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans, which are separated from Individualized Education Program (IEP) plan but attached to the IEP or 504 plan based upon students' needs	
			Schools are compliant with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS	
			Schools enroll students who provide satisfactory evidence of commencement or completion of NM's Public Health Division schedule NOTE: District ensures that students who are identified as homeless are not prevented from entering schools, based on inability to produce records normally required for enrollment, as per the McKinney-Vento Homeless Assistant Act	
			The Wellness Policy includes the provision for any student in K – 12 the authorization to carry and self-administer health care practitioner prescribed asthma treatment and anaphylaxis emergency treatment medications, as well as the right to self-management of diabetes in school settings	
			Schools provide a plan to address staff wellness needs based upon state statute guidelines, 6.12.6 NMAC Section K: Staff Wellness for all school staff, insuring an equitable environment in compliance with the Americans with Disability Act, Title III	
			District and its governing boards and schools, implement policy to ensure rights to privacy of all school employees infected with HIV, keeping these safe and confidential	
			Schools provide staff with the information on activities related to personal health promotion and with the opportunity for every staff member to participate in these as feasible	
			Members of the school staff are included as participants on the district's SHAC, as per 6.12.6.8 NMAC Section E	

Appendix D: Options for Measuring Impact 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	100% of the offerings in alia carte meet the guidelines set forth in subsection B of 6.12.5.8 NMAC. 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 (I) of subsection C of 6.12.5.8 NMAC. 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.
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	___ % reduction in student absenteeism. ___ % of students who have been screened for vision/hearing
Staff Wellness	___ % reduction in staff absenteeism.

Appendix E: Nutrition

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 to CCCS students, families and staff.

Competitive Food Sales

“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.

6.12.5.8 REQUIREMENTS FOR COMPETITIVE FOODS SOLD TO STUDENTS:

A: Vending:

Vending	Beverages	<p style="text-align: center;"><u>Allow any time:</u></p> <ul style="list-style-type: none"> • Milk 2% or less <ul style="list-style-type: none"> • Soy milk • Water • At least 50% fruit juice that has: <ul style="list-style-type: none"> • no added sweeteners • no more that 125 calories/container and <ul style="list-style-type: none"> • a serving size not to exceed 20 oz. • Non-carbonated flavored water with no added sweeteners <ul style="list-style-type: none"> • Sports drinks
	Foods	<p style="text-align: center;"><u>Allowed any time.</u></p> <p style="text-align: center;">Foods meeting the following guidelines</p> <p style="text-align: center;"><u>**with the exception of nuts, seeds, cheese, yogurt, and fruit.</u></p> <ul style="list-style-type: none"> • No more than 200 calories per container or per package or amount served, and • 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 • No more than 15 grams of sugar per container or per package or amount served

B: A La Carte:

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

C. Fund raisers:

<p>Fund Raisers</p> <p>Inside Normal School Hours</p> <p>“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.</p>	<p>Beverages</p>	<p><u>Beverages Allowed as fund raiser except during lunch period</u></p> <ul style="list-style-type: none"> • Milk 2% or less <ul style="list-style-type: none"> • Soy milk • Water • At least 50% fruit juice that has: <ul style="list-style-type: none"> • no added sweeteners • no more than 125 calories/container and • a serving size not to exceed 20 oz. <p><u>**No Carbonated Drinks</u></p>
	<p>Food</p>	<p><u>Allowed as fund raiser except during lunch period</u></p> <p>Foods meeting the following guidelines</p> <p><u>**with the exception of nuts, seeds, cheese, yogurt, and fruit.</u></p> <ul style="list-style-type: none"> • No more than 200 calories per container or per package or amount served, and • 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 <p>No more than 15 grams of sugar per container or per package or amount served</p>

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

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

Appendix F: Physical Activity Guidelines

The goal of physical activity within CCCS's school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school that is supported by research to promote better academic achievement.

I. Physical Activity at CCCS:

- ◆ All students will have access to an area to walk or stretch during the school day.
- ◆ All students will be encouraged to take stretching breaks during the school day.
- ◆ All students will be encouraged to ride their bikes to school by providing safe places to store their equipment during the school day.
- ◆ All staff will prohibit withholding physical activity (i.e., stretching breaks, etc.) as a means/method of punishment.
- ◆ All students will have access to information promoting community-based physical activities.
- ◆ All students will have the opportunity to engage in any athletic clubs introduced/offered at CCCS

Appendix G: Social and Emotional Wellness Plan

The goal of the Social and Emotional plan within CCCS's school health approach is to provide all students with the opportunity to seek help for the social and emotional needs.

I. Staff Wellness Plan:

- ◆ CCCS provides access to counseling services whenever they are requested or required.
- ◆ CCCS has an onsite licensed clinical social worker available to address social emotional problems/crisis/concerns per required need.
- ◆ CCCS staff will work to reduce discipline referrals by improving methods of dealing with misbehavior and recognizing the issues at the root of the behavior.
- ◆ CCCS will provide counseling in anger management and socialization skills to students as they need them.

Appendix H: Health Services Plan

The goal of the Health Service Plan within CCCS's school health approach is to provide all students with access to community health care providers and health care attention as needed.

I. Health Services Plan:

- ◆ CCCS will provide immunization screening for their students.
- ◆ CCCS will provide vision and hearing screening for their students.
- ◆ CCCS will provide services involving other health based screenings, referrals, evaluations and assessments as needed.
- ◆ CCCS will provide first aid, emergency care, and ancillary services as needed.
- ◆ CCCS will provide references to community health care providers through counseling services.
- ◆ CCCS will provide sanitary wipes and soaps for all students to wipe down their work spaces before and after their classes in an effort to encourage preventive care.
- ◆ CCCS will provide nutritious snack options and drinking water. CCCS will provide the opportunity for daily physical activity in an effort to encourage preventive care.

Appendix I: Staff Wellness

The goal of the staff wellness plan within CCCS's school health approach is to provide all staff members with increased opportunities to engage in a healthier lifestyle to improve their health status and morale while at school.

I. Staff Wellness Plan:

- ◆ CCCS will provide working conditions for all staff members that insure an equitable work environment and meets the Americans with Disabilities Act, Part III.
- ◆ CCCS will provide opportunities for all staff members to participate in health promotion programs focusing on exercise, stress management and nutrition.
- ◆ CCCS will provide opportunities for all staff members to participate in physical activity.
- ◆ CCCS will provide staff with accurate, evidence based information or activities related to exercise, stress management and nutrition.