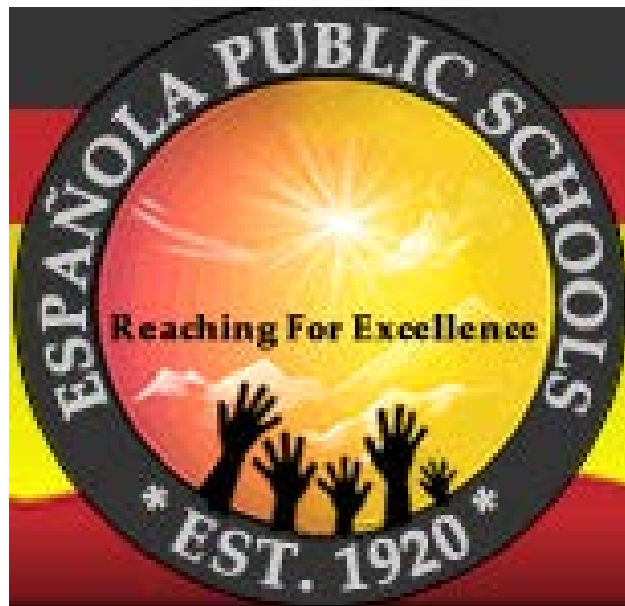


ESPAÑOLA PUBLIC SCHOOLS



DISTRICT WELLNESS POLICY Updated Spring 2020

Table of Contents

Healthy and Safe Environment	3
Family, School and Community Involvement	4
Health Education	9
Health Services	11
Nutrition	13
Physical Activity	17
Physical Education	18
Social and Emotional Well-Being	20
Staff Wellness	22
Appendix A - (SHAC) Members	23
Appendix B – Policies	24
Appendix C - Competitive Food Sales Grid	29
Appendix D – Evaluation Plan Template	33

District Wellness Policy

Healthy and Safe Environment

Definition:

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

Requirement:

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

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS Activities:

- Implement the school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans. The Office of Student Wellness will monitor these efforts.
- The EPS school board adopted an Offensive Conduct Policy J2500 in April, 2019. This policy defines bullying, Cyberbullying (including sexting), harassment, violence, intimidation and hazing. It also includes provisions for persons with disabilities, racial minorities and Lesbian, Gay, Bisexual, and Transgender (LGBT). There are also provisions for reporting and investigating incidents of offensive conduct.
- Each School will perform emergency drills in each public school as required. Emergency drills consist of 9 fire drills, 2 shelter in place drills and one evacuation drill following the schedules found in section 4.2 and 5.2 of the site safety plans (set forth in subsection M of 6.30.2.10 NMAC). The district safety manager shall monitor compliance with safety drills.
- All schools will review the recovery strategies that are included in the safe school plans annually.
- All schools will provide safety procedures and appropriate training for students, teachers and staff that support personal safety and a violence/harassment-free environment. The district provides violence/ bully prevention programs for students, staff sexual harassment training, blood borne pathogen training and safety plan training (Incident Command Training to key personnel). The Office of Student Wellness and the district safety manager will oversee any revisions of all school safety plans and run evacuation drills at each site.
- All school buildings and grounds, structures, buses and equipment will strive to meet current safety standards and are kept inviting, clean, safe and in good repair. Building principals will review their specific site facilities assessment annually.
- All schools will abide by district policies which create an environment free of tobacco, alcohol and other drugs.

Evaluation

See Appendix D

District Wellness Policy

Family, School, and Community Involvement

Definition:

Family, school and community involvement means an integrated family, school and community approach for enhancing the health and well-being of students by establishing a district School Health Advisory Council (SHAC) that is responsible for making recommendations to the local school board in the development or revision, implementation and evaluation of the wellness policy.

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

Requirement:

The Española Public School Board shall establish or strengthen an existing 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 Office of Superintendent will continue and/or add individual taskforce groups as needed for specific health concerns within the Española Public School district. These taskforce groups will have the opportunity to report to the SHAC annually.

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 school district wellness policy.

The Española Public school's health advisory council shall meet for this purpose a minimum of two times annually.

Goal:

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

Preamble

The Española Public School district is committed to the optimal development of every student. The ESPAÑOLA PUBLIC SCHOOLS District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus (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 the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
 - 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 6.12.2.9 NMAC, Student's Right to Self Administer Certain Medications 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.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

School Health Advisory Council (SHAC)

Committee Role and Membership

The District will convene a representative district health advisory council (hereto referred to as the SHAC or work within an existing school health committee) that meets at least two times per year to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”).

The SHAC membership represents all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director or school food authority); physical education teachers; health education teachers; special education teachers; classroom teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, assistant principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. This committee will meet a minimum of twice per school year.

The names, titles/roles, and contact information of SHAC members are listed in Appendix A. Each school will designate a school wellness policy lead, which will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing (per [USDA Food & Beverage Marketing and Advertising policies](#)), nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report. This wellness policy and the progress reports can be found at: <http://www.k12espanola.org>

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy in the office of Student Services and Wellness as well as in the district’s internal P drive. Documentation maintained in this location will include but will not be limited to:

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

Annual Progress Reports

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

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school’s progress in meeting the wellness policy goals;

- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SHAC.

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

****Triennial Progress Assessments***

At least once every three years, the District 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 schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Deirdra Montoya, Executive Director of Student Services and Wellness (anna.vgutierrez@k12espanola.org) or designee. The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy and will 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 progress reports and triennial assessments, and/or as: District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of 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. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

ESPAÑOLA PUBLIC SCHOOLS activities:

- The School Health Advisory Council members (SHAC) is utilized to develop, implement, monitor and evaluate the district wellness policy. The Española Public Schools Office of Superintendent and the Office of Student Services will oversee SHAC activities.
- The SHAC (or a subcommittee) will create guidelines to provide physical activity opportunities to students before, during and/or after school.
- EPS Cafeteria services Implements nutrition guidelines for a la carte offerings minimally meeting guidelines as stated in the competitive food sales rule that is offered only at Española Valley High School. See nutrition section of this document.
- Schools in the district shall follow the established guidelines for school sponsored fundraisers during normal school hours minimally meeting guidelines as stated in the competitive food sales rule. See Nutrition section of this document.

- Schools in the district shall follow the established guidelines for school sponsored fundraisers before and after school hours ensuring that at least 100% of the offerings shall be healthy choices as stated in the competitive food sales rule. See nutrition section of this document.
- The SHAC (or a subcommittee) will work to update the guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC
- The SHAC (or a subcommittee) will update the guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. *SPARK PE was adopted by EPS for implementation August, 2018.*
- EPS Schools follow the established plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being. Española Public Schools delivers a social-emotional curriculum (clarify SY 18-9) for grades K-6, Wellness curriculum in the middle school level and the 9th grade health course and provides counselors on each campus.
- The district monitors implementation of the school safety plans at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response. The Office of Student Wellness is overseeing the revision of all school safety plans (fall of 2017) and has run evacuation drills at each site.
- The district provides health services for students in support of the educational process. The Office of Student Wellness oversees school nurses for campuses. In addition, the district partners with El Centro (Rio Arriba County) to provide Student Health Centers at both secondary schools. Services are available to all district students and staff.
- Update the plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III. The district provides 504 plans for employees and an employee assistance program for mental health needs.
- Follow the plan for measuring implementation and evaluation of the wellness policy – Appendix D.
- Designate one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy. The Office of Student Services and Wellness provides oversight for the district's wellness policy.
- Review contracts with outside vendors that encourage healthy eating and reduction of school/district dependence on profits from foods of little nutritional value.
- Increase community awareness of student health needs.
- Partner with community agencies and offices to support policies and programs such as Rio Arriba County, El Centro Family Health, NM Dept. of Health, local law enforcement, Familia Dental, City of Espanola, CareNet de Espanola, etc.

Evaluation

See Appendix D

District Wellness Policy

Health Education

Definition:

Health Education means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Requirement:

The wellness policy shall include 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.

Goal:

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

Española Public Schools recognizes that Health Education is a distinctive academic discipline: it draws from topics that may cross disciplines (science, social studies, math, language arts, physical education), yet it retains a very personal look at human behavior. The fundamental goal of health education is to enable individuals to use knowledge and develop skills that permit them to transform unhealthy habits into healthy habits. Students are supported in their efforts to apply knowledge, attitudes and behaviors toward achieving wellness and maintaining a healthy lifestyle.

The EPS District strives to incorporate Health Education curriculum at all grade levels. The health education curriculum, including the required health education course at EVHS, is aligned to the New Mexico Health Education standards.

- Health education at the **ELEMENTARY LEVEL** is delivered by the classroom teacher (if a certified teacher is not available) in collaboration with the school nurse and counselor.
- Health education at the **MIDDLE SCHOOL LEVEL** is delivered by the Physical Education and Science Teachers and when appropriate or necessary, in collaboration with nurse and counselors.
- Health education at the **HIGH SCHOOL LEVEL** is delivered by a certified teacher with a Health endorsement, with ½ credit being required for graduation. State approved curriculum will be used at the high school level for Health instruction and graduation credit.

NEW MEXICO - HEALTH EDUCATION STANDARDS

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

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

ESPAÑOLA PUBLIC SCHOOLS activities:

- All ESPAÑOLA PUBLIC SCHOOLS will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
 - Health education strives to be integrated into the core curriculum in grades K-12 (in progress)

- McGraw Hill’s Glencoe Health and Glencoe Teen Health are resources utilized by ESPAÑOLA PUBLIC SCHOOLS.
 - School nurses will serve as resources for the teachers to help plan and deliver health education lessons such as handwashing, healthy eating, etc.
 - Health education lessons will be taught in a manner that is culturally sensitive.
 - Health education lessons are taught using a variety of instructional strategies (i.e. role playing, projects, media literacy, etc.).
 - EPS has adopted the SPARK PE (Pre-K -12) with implementation Fall 2018.
 - EPS has adopted the Healthy Lifestyle Choices health curriculum (K-8) with implementation Fall 2018.
 - EPS has adopted the Pearson HEALTH Materials with implementation Fall 2018 at CVMS and EVHS.
 - EPS will work to implement the REAL ESSENTIALS health curriculum in various schools in grades 4-12.
 - EPS utilizes the Real Essentials Curriculum to support lessons specific to sexual health at EVHS.
- A Health Education class of .5 credit is required for high school graduation from the ESPAÑOLA PUBLIC SCHOOLS district. This class is normally taken in the 9th grade.
 - EPS provides lessons on substance abuse (awareness and prevention) at EVHS (9th grade health class) presented by El Centro Family Health, City of Espanola’s Project RACE and RAC STOP.
 - For students in 9th grade, the EPS district policy I-2050 ensures that parents have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards. The policy includes but is not limited to:
 - the process for parents to request an exemption from the parts of the health education curriculum that addresses the sexuality performance standards and
 - how alternative lessons are established for the exempted parts of the curriculum.
 - The ESPAÑOLA PUBLIC SCHOOLS district shall provide instruction about HIV and related issues in the curriculum of the required health education content area to all students in the elementary grades, in the middle/junior high school grades, and in the senior high school grades as set forth in 6.12.2.10.C NMAC.

Evaluation

See Appendix D

District Wellness Policy

Health Services

Definition:

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

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS Activities:

- ESPAÑOLA PUBLIC SCHOOLS Policy J-5200 -
 - Pursuant to Section 6.12.2.8 NMAC, no student shall be enrolled unless the student can present satisfactory evidence of immunization requirements in accordance with the immunization schedule and rules and regulations of the public health division, except that a homeless student shall not be prevented from registering or attending school, and except those students that are exempt from immunization pursuant to Section 6.12.2.8 NMAC upon filing with the governing authority.
- The ESPAÑOLA PUBLIC SCHOOLS district complies with the **McKinney-Vento Homeless Assistant Act** and provides a district homeless education liaison to assist students who need necessary support with resources such as clothing, supplies, immunizations or medical records. Students in foster care or determined to be homeless are eligible for expedited enrollment in EPS.
- EPS has an established partnership with El Centro Family Health to provide school-based health centers in the secondary schools. This Center also offers both medical and behavioral health services to all students and district staff.
- The EPS district strives to maintain appropriate levels of school nursing to maintain optimum health and safety for students and staff.
- Create a policy that 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 Human Immunodeficiency Virus (HIV).
- The EPS district grants any student in grades K-12 authorization to carry and self-administer 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 set.
- The Office of Student Services and Wellness, supported by Medicaid School Based Services, works to provide nursing and ancillary services needed by the students. Services include but are not limited to preventive services, behavioral health services, screenings and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health

education and ancillary services (e.g., speech therapy or physical therapy and or occupational therapy).

- EPS School nurses, social workers and counselors are advocates to help families connect with necessary outside medical or mental health services as needed.
 - Services provide a linkage to school and community health resources (e.g., El Centro Family Health school-based health centers, Rio Arriba County, NM Department of Health) when appropriate.
- Nursing and ancillary professionals are provided professional development opportunities such as workshops, conventions and collaboration for the purpose of receiving the latest information, innovations and implementation ideas.
- Health service programs shall strive to meet all reporting, record-keeping and confidentiality requirements.
- Health services will follow the guidelines of the Department of Health as published in the New Mexico School Health Manual.
- The EPS district policy J-5190 ensures that School nurses conduct vision screenings required at pre-K, Kindergarten, 1st and 3rd grades.
- The EPS district ensures that School nurses track hearing, height and weight of students in K, 1st, 2nd, 3rd, 5th and 8th grades.

Evaluation

See Appendix D

District Wellness Policy

Nutrition

Definitions:

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

Nutrition Education aims to teach, encourage and support healthy eating by students. Nutrition Education 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:

Appendix C of the ESPAÑOLA PUBLIC SCHOOLS wellness policy includes nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC.

Appendix C of the ESPAÑOLA PUBLIC SCHOOLS 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.

Appendix C of the ESPAÑOLA PUBLIC SCHOOLS wellness policy includes guidelines for school sponsored fund raisers before and after school hours ensuring that 100% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS activities:

- All schools will ensure the following is available to students:
 - Free, safe, unflavored drinking water will be available to all students throughout the school day to promote hydration throughout every school campus.
 - The ESPAÑOLA PUBLIC SCHOOLS district will make drinking water available where school meals are served during mealtimes.
 - Water dispensers will be available in the cafeteria in the event a drinking fountain is not present.
 - 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 which include drinking fountains, water jugs, hydration stations, water jets or any other methods for delivering drinking water.
- Follow the established 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. All schools will be provided with suggested fundraisers that do not include food items or that meet the minimum guidelines set below. A maximum of two (2) Fundraisers per Semester per school during school hours and must meet Smart Snack requirements. NO Fundraisers are allowed while lunch is being served.
- Follow the established guidelines for school sponsored fund raisers before and after school hours ensuring that at least 100% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC. All schools will be provided with suggested fundraisers that do not include food items or that meet the minimum guidelines set below. As far as possible physical activities will be encouraged for fund raisers such as walk-a-thons, bike-a-thons and jump-rope-a-thons. Parents night out (physical activity, health snack, watched video) fundraising idea
- All schools will provide nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. The Office of Student wellness is recommending the Macmillan/McGraw-Hill Glencoe Health And Wellness curriculum which meets the NM Health Content and Performance Standards as well as the National Health

Standards. The district will continue to support programs such as CATCH and Cooking With Kids, which promote nutrition education.

- Lunches provided by families to students will follow the same nutritional school guidelines. Outside delivery of fast food to students for meals will not be allowed. In addition, home lunches cannot include carbonated drinks, energy drinks, nor sports drinks. *(How is this enforced or regulated? And how are students addressed if they do bring something that is not permitted? How will parents be respectfully/politely informed that they gave their student something not permitted? To Do: **Develop suggestions/ideas for schools.***

ESPAÑOLA PUBLIC SCHOOLS - Policy regarding foods and beverages sold individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.) using the Competitive Food (Smart Snacks) Worksheet.

Vended -- Beverages

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. Pursuant to 6.12.5.8 NMAC, **competitive beverages** sold in elementary schools to students shall only be sold after the last lunch period is completed and shall only include:

1. Milk (not greater than 12 fluid ounces): 2% fat or less if not flavored, 1% fat or less if flavored;
2. Soy Milk (not greater than 12 fluid ounces): contains no less than 6 grams of protein and no less than 285 milligrams of calcium per eight fluid ounces;
3. Water (no limit on serving size).
4. No carbonated beverages shall be sold in elementary schools.
5. Vending machines or food sales cannot be available during meal serve times (breakfast and lunch)

Middle/Junior High. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards as indicated in 6.12.5.8 NMAC:

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

1. Milk- both flavored and unflavored with no more than 2% fat and no more than 200 calories per container
2. Soy Milk that contains no less than 6 grams of protein and no less than 285 milligrams of calcium per eight fluid ounces;
3. Water
4. 100% fruit juice that has no added sweeteners, and no more than 125 calories per container and have a serving size not to exceed 20 ounces. Carbonated beverages shall not be sold in vending machines in middle schools to students.
5. Vending machines or food sales cannot be available during meal serve times (breakfast and lunch)

High Schools

Competitive beverages sold in **vending machines** in high schools to students at any time shall only include:

1. Milk (not greater than 16 fluid ounces): 2% fat or less if not flavored, 1% fat or less if flavored with no more than 200 calories per container;
2. Soy Milk (not greater than 16 fluid ounces): contains no less than 6 grams of protein and no less than 285 milligrams of calcium per eight fluid ounces;
3. Water (no limit on serving size);
4. 50% fruit juice that has no added sweeteners no more than 125 calories per container and have a serving size not to exceed 20 ounces;
5. 100% fruit juice that has no added sweeteners;
6. Beverages sold in **vending machines** in high schools to students sold after the last lunch period is completed shall only include:
 1. carbonated sugar free and caffeine free soft drinks;
 2. non-carbonated flavored water with no added sweeteners;

3. sports drinks
7. Vending machines or food sales cannot be available during meal serve times (breakfast and lunch)

Vended—Competitive Foods

Competitive foods shall not be sold in elementary schools to students. The only exceptions to this policy are as follows:

1. Children in elementary schools may purchase additional school meal components served that day by food service;
2. **Fundraising** of food and beverage items intended to be consumed on the elementary school campus may only occur after the last lunch period and include milk 2% or less, soy milk (see above) and water.

With the exception of nuts, seeds, cheese, yogurt and fruit which may be sold at any time, **competitive foods sold in vending machines** in middle schools to students shall only be sold after the end of the last lunch period and shall meet all three of these criteria:

1. no more than 200 calories per package or amount served;
2. no more than 8 grams of fat, of which no more than 2 grams comes from saturated and trans fats combined; and
3. no more than 15 grams of total sugar.

Food products sold in **vending machines** in high schools to students may be sold at any time and shall only include:

8. Nuts, seeds, cheese, yogurt and fruit may be sold and are not subject to the restrictions listed below;
9. no more than 200 calories per container, or per package or amount served;
10. no more than 8 grams of fats per serving with no more than 2 grams from saturated and trans fats; package or amount served.
11. Vending machines or food sales cannot be available during meal serve times (breakfast and lunch)

A La Carte--- Beverages

Elementary Schools A la carte beverages may only be sold during the lunch period and include the same 3 choices above (Milk 2% or less, soy milk and water).

Middle School A la carte beverages may only be sold during lunch and include the same 4 offerings as above (milk 2% or less, soy milk, water, and 100% fruit juices).

Beverages sold **a la carte** in **high school** shall only be offered during the lunch period and include milk, soy milk and water as above. **No carbonated beverages or soft drinks, non-carbonated flavored water nor sports drinks shall be sold in a la carte offerings.**

A la carte-- food products sold in **a la carte** offerings may only be sold during lunch and are subject to the following requirements:

1. Nuts, seeds, cheese, yogurt and fruit are not subject to these restrictions.
2. Food products other than those listed in #1 are subject to the following:
 - Shall contain no more than 15 grams of sugar per restrictions
 - Shall contain no more than 400 calories per container or per package or amount served; and
 - Shall contain no more than 16 grams of fat per container or per package or amount served, of which no more than 2 grams come from saturated and trans fats combined; and
 - Shall contain no more than 30 grams of total sugar per package or amount served.
- **Fundraising Activities.** When children are taught in the classroom about good nutrition and the value of healthy food choices but are surrounded by vending machines, snack bars, school stores, fundraisers and a la carte sales offering low nutrient density options, they receive the message that good nutrition is merely an academic exercise that is not supported by the school administration and is therefore not important to their health or education. Therefore, in order to support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities

that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. Parents might try (physical activity, health snack, watched video) fundraising ideas.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. All snacks served must meet Smart Snack Requirements.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,^[1] and will not withhold food or beverages (including food served through school meals) as a punishment. (Develop list of alternative ideas/options to be offered to teachers to facilitate providing healthy or non-food rewards?)

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy celebration ideas to parents and teachers.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

Lunches and snacks provided by families to students or classrooms will follow the above nutritional guidelines. Outside delivery of fast food to students for meals at schools will not be allowed. In addition, home lunches cannot include carbonated drinks, energy drinks, nor sports drinks.

II. Other Activities:

- Ensure that students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media.
- All schools in the district will support the school breakfast program.
- All schools will be encouraged to create a plan to provide collaboration between the cafeteria and the classroom to provide healthy selections and reinforce nutrition education.
- All schools will be encouraged to consider scheduling recess before lunch so that children are less distracted and ready to eat a healthy diet.
- All schools will be encouraged to implement the Coordinated Approach to Child's Health (CATCH) program.

Evaluation

See Appendix D

^[1] Unless this practice is allowed by a student's individual education plan (IEP).

District Wellness Policy

Physical Activity

Definition:

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

Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is an instructional program taught by a certified physical educator and focuses on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.

Requirement:

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

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS activities:

- All schools shall provide education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- The District has adopted SPARX PE/ health curriculum for Pre-K -12 for implementation beginning Fall 2018.
- All schools are encouraged to incorporate physical activity into the academic curriculum (i.e. brain breaks, structured recess activities, yoga, drums alive, etc.). District will provide teachers with resources to provide healthy and structured physical activity breaks.
- Create guidelines to provide physical activity opportunities to students before, during and/or after school. The district will encourage physical activity before and after school.
- All schools in the district shall prohibit withholding physical education class and / or recess as a means of punishment. The offense must be serious enough for an Action Level 2 and if student is held in detention, an alternative physical activity should be provided to allow for physical movement or activity. In addition, physical activity should not be used as a punishment for misbehavior (such as requiring a student to do 20 push-ups for misbehavior).
- Elementary schools in the district provide daily recess for all students. Students are recommended to have a minimum of 20 minutes per day, twice daily. Recommendation for and AM and PM physical activity break.
- All schools will be encouraged to consider scheduling recess before lunch so that children are less distracted and ready to eat a healthy diet. (Repeated from Nutrition Policy)
- The EPS district partners with the Pojoaque Wellness Center to provide recreational therapy options for our special education students.
- The EPS District supports and promotes student participation in regional Special Olympics for those who are interested and eligible.
- The District coordinates and promotes opportunities for students to participate sports activities (EVCA, school leagues, Jr. Olympics, Volleyball, Cheer clinics, etc.).

- The 21st Century After-school programs (at select schools) provide opportunities for physical activities such as flamenco dancing, exercise, recess and sports, etc.
- All schools in the district encourage basic physical activities of walking, biking and skating as transportation modes to and from school in locations where it is feasible and safe for students.
- All schools are encouraged to plan for school-wide physical activities which include opportunities for students to make choices (i.e. fun days, family fitness nights, field days, jump rope for heart, hoops for heart, etc.).
- All schools may promote community-based physical activities and events (i.e. sports clubs, bike club, hiking club, Walk against Drugs, Diabetes walk, jump rope for heart, hoops for heart, etc.).

Evaluation See Appendix D

District Wellness Policy

Physical Education

Definition:

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

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

Requirement:

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 per 6.30.2.20 NMAC.

Goal:

To provide every student with daily physical education during which a certified physical educator uses appropriate practices to teach the skills, knowledge, and attitudes needed to be physically fit and active for a lifetime. Activities are based on goals and objectives which are appropriate for all children, and are planned after referring to a curriculum which has an obvious scope and sequence which aligns with the content standards with benchmarks and performance standards.

ESPAÑOLA PUBLIC SCHOOLS activities:

- At ESPAÑOLA PUBLIC SCHOOLS, a Physical Education class of 1 credit is required for high school graduation – this PE requirement may be fulfilled by successfully completing a physical education class, the LET program (Leadership, Education and Training, formerly JROTC), marching band, or participation in the district sports program.
- The ESPAÑOLA PUBLIC SCHOOLS district strives to hire certified physical educators to teach physical education classes.
- The physical education curriculum will be aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC. EPS has adopted the SPARK PE (Pre-K -12) for implementation Fall 2018.
- District PE Teachers collaborate to improve the coordination and delivery of curriculum and lesson plans with appropriate grade-level activities.

- ESPAÑOLA PUBLIC SCHOOLS partners with NDI (National Dance Institute) to provide weekly program to district 4th grade students (including 3rd grade students in the smaller schools).
- In the absence of a certified physical educator on campus, regular education teachers are encouraged to participate in professional development opportunities as made available in the community and through in-service trainings. Whenever possible the trainings should be “Train the trainers” model so that teachers can bring the expertise back to their school site staff for sharing.
- The wellness policy includes a 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.
 - EPS has adopted the SPARK PE (Pre-K -12) and for implementation Fall 2018.
 - EPS has adopted the Pearson HEALTH Materials for implementation Fall 2018 at CVMS and EVHS.
 - EPS will work to implement the REAL ESSENTIALS health curriculum for students in Grade 9.
 - McGraw Hill’s Glencoe Health and Glencoe Teen Health are resources utilized by ESPAÑOLA PUBLIC SCHOOLS.
 - The resource Fitness for Life: Middle school is used at CVMS.
- Schools will be encouraged to limit physical education class sizes so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels are scheduled back-to-back to maximize teaching efficiency.
- Physical educators promote academic achievement by helping classroom teachers incorporate physical education concepts in classroom activities.
- Physical educators are encouraged to participate in professional development opportunities such as workshops, and collaboration for the purpose of receiving the latest information, innovations, and ideas in their field and implementing them in their physical education classes.

Evaluation

See Appendix D

District Wellness Policy

Social & Emotional Well-Being

Definition:

Social and Emotional well-being refers to services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

Requirement:

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

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS Activities:

- Provide an environment in which students are able to request assistance when needed.
 - Counselors and social workers are available at all school sites to provide guidance and support for both general and special education students
 - The two school-based health centers provide additional counseling services, group therapy and bilingual services to the EPS students and staff.
 - The office of Student Services coordinates staff so that mental health support is available each day of the week at the smaller district elementary schools.
- Implement curriculum addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
 - EPS has adopted the Healthy Lifestyle Choices health curriculum (K-8) for implementation Fall 2018.
 - EPS has adopted the Pearson HEALTH Materials for implementation Fall 2018 at CVMS and EVHS.
 - EPS will work to implement the REAL ESSENTIALS health curriculum for students in Grades 4-12.
- Promote and encourage a supportive school environment that links to community resources.
 - The district partners with El Centro to provide School based health centers at the secondary schools with services open to all EPS students and staff.
 - Rio Arriba County, the City of Espanola, Familia Dental and the NM Department of Health support projects and activities in various schools that support student health.
 - Boys and Girls circle groups are offered at EVHS to students in PE classes.
- 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 (ESPAÑOLA PUBLIC SCHOOLSS) process (see 6.29.1.8 NMAC); and (4) support the local curriculum and ESPAÑOLA PUBLIC SCHOOLSS.

- All ESPAÑOLA PUBLIC SCHOOLS School personnel are required by law to report substance abuse, child abuse and neglect as described;
 - 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
 - All ESPAÑOLA PUBLIC SCHOOLS licensed school employees are required to complete annual training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. This training is required within the licensed school employee's first year of employment and is monitored by the HR department.
- Ensure that school personnel know how to recognize and respond to a student who is showing signs of mental distress or suicidal ideation. The EPS district has developed a specific Suicide Protocol outlining the appropriate steps to take when a student threatens suicide.
 - This protocol is located in section 2 and 5 of the school site safety plan.
 - Counselors and Social workers are trained in this protocol annually.
 - Each EPS school site will provide for a staff training each fall by district / school site staff trained in the protocol.
 - EPS is working with El Centro Family health to provide basic response training to school staff using QPR (Question Persuade, Refer) technique as recommended by PED (School Safety Bureau).
- Student Counseling: Student counseling is critical in creating an emotionally and psychologically safe environment. Addressing emotional, social, spiritual, mental, and physical well-being are vital to the education of the whole student. There is no other area where the need is greater than helping the student process and cope with all the adjustments necessary when something traumatic happens and/or when a student faces an emergency/disaster event.
 - Each EPS site strives to have counselors available while maintaining a current local referral list with guidelines on steps in the referral process. Counselors will utilize the referral network to get students help when necessary.
 - EPS is working towards district wide ASCA implementation and practice.

Evaluation See Appendix D

District Wellness Policy

Staff Wellness

Definition:

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

Requirement:

The wellness policy shall include a plan addressing the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Part III.

Goal:

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

ESPAÑOLA PUBLIC SCHOOLS Activities:

- Review and improve the plan addressing the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Part III.
- ESPAÑOLA PUBLIC SCHOOLS will create and implement a policy to ensure that the rights to privacy of all school employees infected with HIV are protected.
- The district provides ADA / 504 provisions for employees and employee assistance program for mental health needs.
- The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with the human resources staff.
- Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.
 - Examples of strategies that schools will be encouraged to use, as well as specific actions staff member can take including exercise, nutrition and stress management, participate in school site challenges, etc.
 - Support and participate in community events such as the diabetes walk, walk against drugs, cancer awareness, anti-bullying and anti-violence community walk, etc.
- School nurses are encouraged to share accurate, evidence-based information on healthy choices and physical activities with students, staff and families.

Evaluation

See Appendix D

Appendix A

SCHOOL HEATH ADVISORY COUNCIL (SHAC) MEMBERS

Per the Public Education Department Wellness Policy rule 6.12.6 NMAC, all New Mexico local school boards of education shall establish a district/charter School Health Advisory Council (SHAC) that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), other school staff, student(s), and community member(s).

The SHACs are responsible to meet at least two times annually and to make recommendations to the local school board in the development or revision, implementation, and evaluation of the wellness policy (Healthy Schools Report Card).

Each school district/charter school is to identify a wellness policy champion(s) within the school district/charter school, or at each school, as appropriate, charged with the operational responsibility for ensuring that each school fulfills the school district's/charter school's wellness policy. Identify below the members of your SHAC, their roles and contact information. Please note that you are not limited to only one person, representing each category.

SY 17-18 Meeting dates: Friday Nov. 11, 2017, Jan. 2018, April 13, 2018, and final meeting May 18, 2018.

SY 18-19 Meeting dates: Friday, Sept. 21, 2018, Friday November 16, 2018, Friday, February 15, 2019

NAME	ROLE	PHONE NUMBER	E-MAIL
Bobbie Gutierrez	Superintendent & Wellness Policy Lead	367-3303	Bobbie.gutierrez@k12espanola.org
Yolanda Salazar	School Board Member	929-2560	Yolanda.salazar@k12espanola.org
Patricia Romero	School Food Authority personnel	753-2293	Patricia.romero@k12espanola.org
Anna Vargas Gutierrez	Asst. Dir. Student Services & Wellness	367-3333	Anna.vgutierrez@k12espanola.org
Celina Roybal	School Staff / Elem. PE Teacher	753-2256	celina.roybal@k12espanola.org
Kiva Duckworth Moulton	School Administrator	852-4253	kivan.duckworth@k12espanola.org
Jannelle Lujan	School Administrator	753-6819	Jannelle.lujan@k12espanola.org
Mariah Duran	EVHS Student	367-3333	
Marissa Abeyta	EVHS Student	367-3333	
Salma Munoz	EVHS Student	367-3333	
Chantal Morales	EVHS Student	367-3333	
Delmiria Sanchez	Community member / El Centro	747-5922	delmiria.sanchez@ecfh.org
Sarah M. McNeill	Community Member / El Centro		Sarah.mcneill@ecfh.org
Renee Gallegos	Community Member / El Centro		Renee.gallegos@ecfh.org
Michelle R. Martinez	Elementary Counselor - JHR	753-2256	Michelle.martinez@k12espanola.org
Evelyn Martinez	Secondary Counselor - EVHS		evelyn.martinez@k12espanola.org
Paula LeDoux	Elementary Nurse – TEQ and Chimayo		paula.ledoux@k12espanola.org
Marisa Anaya	Elementary Nurse - JHR		Marisa.anaya@k12espanola.org
Reina Vigil Sanchez	Secondary Nurse - EVHS	753-7357	Reina.vigil@k12espanola.org
Clara Spinks	Medicaid Manager - District	367-3342	Clara.spinks@k12espanola.org
Lloyd Vigil	School Psychologist - EVHS		Lloyd.vigil@k12espanola.org
Angelic Martinez	School Psychologist – Alcalde San Juan		Angelic.martinez@k12espanola.org
Roberta Cheek and Cecilia Jimenez	CareNet De Espanola Pregnancy Center director – Community Members		director@santafepregnancy.com
Beverly Coffeen	Human Resources staff - District	367-3338	Beverly.coffeen@k12espanola.org

Leonard Quintana	Counselor Elementary (Dixon, Velarde, Alcalde)		Leonard.quintana@k12espanola.org
Derek Rugsaken	MST Therapist – Thriving Students		drugsaken@swfamily.com
Dr. Rose Cavalcante	School Psychologist – ETS, Los Ninos		Roseli.cavalcante@k12espanola.org
Flor Kibad	Elementary PE teacher – San Juan		Flor.kibad@k12espanola.org
Tina Talachy	Social worker / homeless liaison		Tina.talachy@k12espanola.org
Marie Leyba	Social Worker / Homeless Liaison		Marie.leyba@k12espanola.org

Appendix B – NMAC Policies

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY

PART 6 SCHOOL DISTRICT WELLNESS POLICY

6.12.6.1 ISSUING AGENCY: Public Education Department

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

6.12.6.2 SCOPE: This regulation applies to public schools in New Mexico unless otherwise expressly limited.

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

6.12.6.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-2-1 and 9-24-8 NMSA 1978.

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

6.12.6.4 DURATION: Permanent

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

6.12.6.5 EFFECTIVE DATE: February 28, 2006, unless a later date is cited at the end of a section.

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

6.12.6.6 OBJECTIVE: This rule requires the adoption of local school district wellness policies.

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

6.12.6.7 DEFINITIONS:

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

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

C. "Health education" means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

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

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

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

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

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

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

J. "Staff wellness" means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.

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

6.12.6.8 REQUIREMENTS:

A. This section applies to local school boards, local school districts, and charter schools and governs policies to be implemented by local school districts with regards to student and school employee wellness.

B. Each school district and charter school shall develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach.

C. Each school district and charter school shall submit the wellness policy to the public education department for approval.

(1) Sections of the wellness policy that meet the requirements set forth in Paragraphs (3), (4), (5), (6) and (11) of Subsection D and the requirements set forth in Subsection E of this section shall be submitted to the public education department on or before August 30, 2006.

(2) Sections of the wellness policy that meet the requirements set forth in Paragraphs (1), (2), (7), (8), (9) and (10) of Subsection D of this section shall be submitted to the public education department on or before January 30, 2007.

D. The wellness policy shall include, but shall not be limited to:

(1) a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC;

(2) a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC;

(3) guidelines to provide physical activity opportunities to students before, during and/or after school;

(4) nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC;

(5) guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC;

(6) guidelines for school sponsored fund raisers before and after schools hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC;

(7) a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being;

(8) school safety plans at each school building focused on supporting healthy and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response;

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

(10) a plan addressing the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the American with Disabilities Act, Part III;

(11) a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.

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

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

History of 6.12.6 NMAC: [Reserved]

Appendix B - Continued

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY

PART 5 NUTRITION: COMPETITIVE FOOD SALES

6.12.5.1 ISSUING AGENCY: Public Education Department

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

6.12.5.2 SCOPE: This rule applies to public schools in New Mexico unless otherwise expressly limited.

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

6.12.5.3 STATUTORY AUTHORITY: This rule is adopted pursuant to Sections 22-2-1 and 9-24-8, NMSA 1978.

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

6.12.5.4 DURATION: Permanent

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

6.12.5.5 EFFECTIVE DATE: February 28, 2006, unless a later date is cited at the end of a section.

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

6.12.5.6 OBJECTIVE: This rule addresses the sale of competitive food sold to children attending public schools in New Mexico.

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

6.12.5.7 DEFINITIONS:

A. "A la carte" means a beverage or food product sold in schools to students during the lunch period that is not part of the United States department of agriculture school meal program.

B. "Competitive food" means a food or beverage sold at school other than one served as part of the United States department of agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts.

C. "Fund raisers" means beverage or food products sold to raise money that are not sold in vending machines, a la carte sales or as part of the United States department of agriculture school meal program.

D. "Vended beverages and foods" means a beverage or food product sold in vending machines to students in schools.

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

6.12.5.8 REQUIREMENTS FOR COMPETITIVE FOODS SOLD TO STUDENTS:

A. Vended foods and beverages:

(1) Elementary schools:

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

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

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

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

(2) Middle schools:

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

- (i) milk with a fat content of two percent or less;
- (ii) soy milk;
- (iii) water; and
- (iv) 100 percent fruit juice that has no added sweeteners and no more than 125 calories per container

and a serving size not to exceed 20 ounces.

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

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

requirements:

(i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in middle schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.

(ii) Food products other than those listed in item (i) of this subparagraph shall only be sold after the last lunch period is completed and are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per package or amount served.

(3) High schools:

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

(i) milk with a fat content of 2 percent or less;

(ii) soy milk;

(iii) water; and

(iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to

exceed 20 ounces.

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

(i) carbonated soft drinks that are both sugar free and caffeine free;

(ii) non-carbonated flavored water with no added sweeteners; and

(iii) sports drinks.

(c) Food products sold in vending machines to students in high schools may be sold at any time subject to the following requirements:

(i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in high schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.

(ii) Food products other than those listed in item (i) of this subparagraph are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per container or per package or amount served.

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

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

(a) Elementary schools:

(i) milk with a fat content of 2 percent or less;

(ii) soy milk; and

(iii) water.

(b) Middle schools:

(i) milk with a fat content of two percent or less;

(ii) soy milk;

(iii) water; and

(iv) 100 percent fruit juice that has no added sweeteners and no more than 125 calories per container

and a serving size not to exceed 20 ounces.

(c) High schools:

(i) milk with a fat content of 2 percent or less;

(ii) soy milk;

(iii) water; and

(iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to

exceed 20 ounces.

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

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

(a) Nuts, seeds, cheese, yogurt, and fruit are not subject to the restrictions in subparagraph (b) of this paragraph.

(b) Food products other than those listed in subparagraph (a) of this paragraph are subject to the following restrictions:

(i) shall contain no more than 400 calories per container or per package or amount served; and

(ii) shall contain no more than 16 grams of fat per container or per package or amount served, of which no more than 2 grams come from saturated and trans fats combined; and

(iii) shall contain no more than 30 grams of total sugar per package or amount served.

C. Fund raisers:

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

(a) Elementary schools:

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

Carbonated beverages shall not be sold.

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

(b) Middle schools:

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

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

(c) High schools:

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

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

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

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

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

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

History of 6.12.5 NMAC: [Reserved]

Appendix C
COMPETITIVE FOOD SALES GRID

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

Vended Beverages and Foods			
<i>“Vended beverages and foods” means a beverage or food product sold in vending machines to student in schools..</i>			
Vended	Elementary	Middle	High
<u>Beverages</u>	<p><u>Allowed after the last lunch period:</u></p> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water <p><u>**No Carbonated Drinks</u></p>	<p><u>Allowed any time:</u></p> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water ● 100% fruit juice that has: <ul style="list-style-type: none"> ● no added sweeteners ● no more that 125 calories/container and ● a serving size not to exceed 20 oz. <p><u>**No Carbonated Drinks</u></p>	<p><u>Allow any time:</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 that 125 calories/container and ● a serving size not to exceed 20 oz. <p><u>Allowed after the last lunch period:</u></p> <ul style="list-style-type: none"> ● Sugar free/Caffeine free soft drinks (must be both) ● Non-carbonated flavored water with no added sweeteners ● Sports drinks
Vended	Elementary	Middle	High
<u>Foods</u>	NONE	<p><u>Allowed after the last lunch period.</u></p> <p>Foods meeting the following guidelines</p>	<p><u>Allowed any time.</u></p> <p>Foods meeting the following guidelines</p>

<p><u>Foods</u> <u>Continued</u></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 ● No more than 15 grams of sugar per container or per package or amount served 	<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 ● No more than 15 grams of sugar per container or per package or amount served
--	--	--	--

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

<p>A La Carte <u>Beverages</u></p>	<p>Elementary</p>	<p>Middle</p>	<p>High</p>
	<p><u>Allowed only during lunch period:</u></p> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water <p><u>**No Carbonated Drinks</u></p>	<p><u>Allowed only during lunch period:</u></p> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water ● 100% fruit juice that has: <ul style="list-style-type: none"> ● no added sweeteners ● no more that 125 calories/container and ● a serving size not to exceed 20 oz. <p><u>**No Carbonated Drinks</u></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>

A La Carte <u>Foods</u>	<p>Foods products sold in Elementary, Middle and High School only during the lunch period as a la carte sales must meet 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 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.
--	---

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

Fund Raisers <i><u>During Normal School Hours</u></i> <u>Beverages</u>	Elementary	Middle	High
	<u>Beverages Allowed as fund raiser except during lunch period</u> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water <p><u>**No Carbonated Drinks</u></p>	<u>Beverages Allowed as fund raiser except during lunch period</u> <ul style="list-style-type: none"> ● Milk 2% or less ● Soy milk ● Water ● 100% fruit juice that has: <ul style="list-style-type: none"> ● no added sweeteners ● no more that 125 calories/container and ● a serving size not to exceed 20 oz. <p><u>**No Carbonated Drinks</u></p>	<u>Beverages Allowed as fund raiser except during lunch period</u> <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 that 125 calories/container and ● a serving size not to exceed 20 oz. <p><u>**No Carbonated Drinks</u></p>
Fund Raisers <i><u>During Normal School Hours</u></i>	Elementary	Middle	High
	NONE	<u>Allowed as fund raiser except during lunch period</u> Foods meeting the following guidelines	<u>Allowed as fund raiser except during lunch period</u> Foods meeting the following guidelines

<p style="text-align: center;"><u>Foods</u></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 ● No more than 15 grams of sugar per container or per package or amount served 	<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 ● No more than 15 grams of sugar per container or per package or amount served
<p>Fund Raisers</p> <p><u>Outside of Normal School Hours</u></p>	<p>Beverages and food products may be sold as fund raisers outside of normal school hours for Elementary, Middle and High Schools provided that at least 100 per cent of the offerings meet the following requirements:</p>		
	<p><u>Beverages:</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 that 125 calories/container and ● a serving size not to exceed 20 oz. 	<p><u>Foods:</u></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 ● No more than 15 grams of sugar per container or per package or amount served 	

**Appendix D
Evaluation Plan Template**

The Evaluation Plan Template 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: **Office of Student Services and Wellness**

District/Charter School: **Española Public Schools, Española, New Mexico**

Date of most recent review: **October, 2017, April 13, 2018, Sept. 21, 2018, February, 2019**

Yes	No	Date of Completion	Item	Name of Person(s) Responsible
X	X	Ongoing with implementation	Compliance with PED Wellness Policy rule, 6.12.6 NMAC – wellness policy completed and fully implemented	Dept. of Student Services & Wellness, and Site Principals
			Each school’s progress in meeting district’s Wellness Policy goals recorded	
X		Posted on Website 10/2017 and updated 9/2018 and 2/2019	Wellness Policy available to parents/guardians of school children/youth	Anna Vargas Gutierrez
X		Oct. 18, 2017 and 9/21/18	SHAC established according to regulation (see Appendix A for list of council members)	Anna Vargas Gutierrez
X		Oct.18, 2017 April 13, 2018 May, 2018 Sept. 21, 2018 Nov. 2018 and Feb. 2019	SHAC meets minimum of two times annually, regarding wellness policy development and/or assessment	Bobbie Gutierrez and Anna V. Gutierrez
			SHAC representative assigned to provide recommendations and to participate with district on wellness policy development	
X		Fall, 2017 and updated SY 17-18 and 18-19	Federal and PED guidelines are used to develop wellness policy	Anna Vargas Gutierrez

X		October, 2017 and ongoing	Parents and community members actively sought to participate in development of wellness policy	Anna Vargas Gutierrez
X		October, 2017	<p>Each of the following Nutrition components of the policy met:</p> <ul style="list-style-type: none"> <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"/> 6.12.2.9 NMAC, Student's Right to Self-Administer Certain Medications compliance in case of allergic reactions <input type="checkbox"/> USDA Food & Beverage Marketing and Advertising policies compliance <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"/> Celebrations, rewards and fundraising in schools meet or exceed nutrition standards for USDA Smart Snacks in Schools <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 	Patricia Romero, Cafeteria Services
X			<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 	

X			<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 opportunities before and after school <input type="checkbox"/> Elementary schools provide at least 20 minutes of daily recess for all students <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 <input type="checkbox"/> Families are encouraged to assist children in using active means (walking or biking) to go to/from school 	
X			<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 developmentally appropriate K-12 physical education curriculum <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 	
X		<p>Plans approved by PED October, 2017</p> <p>Updates for SY 18-19 ongoing as of 9/21/18</p>	<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 	<ul style="list-style-type: none"> <input type="checkbox"/> Office of Student Services and Wellness <input type="checkbox"/> Site Principals <input type="checkbox"/> District Safety and Security Manager

			<ul style="list-style-type: none"> <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 	
X		In Place SY 17-18 and 18-19	<p>District Wellness Policy includes a plan to address the behavioral health needs of students <u>(Social and Emotional Well-Being)</u></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 	
X			<ul style="list-style-type: none"> ○ <u>Health Services:</u> 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 <ul style="list-style-type: none"> ○ 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 ○ Vision screenings are administered to students enrolled in pre-K, Kindergarten, 1st and 3rd grades at a minimum 	

			<ul style="list-style-type: none"> ○ 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 	
X		SY 17-18	Members of the school staff are included as participants on the district's SHAC, as per 6.12.6.8 NMAC Section E	Anna Vargas Gutierrez