

Coral Community Charter School

Wellness Policy

Policy Requirement A

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. The Council will be overseen by the Director of Student Support.

Goal

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

Coral Community Charter School (hereto referred to as the School) is committed to the optimal development of every student. The school 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. Conversely, less-than adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. 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.

This policy outlines the school'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 school 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 school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

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

- Ensure that a copy of the student's current IHP is attached to the student's current IEP;
- Follow guidance from Section 504 of the 1973 Rehabilitation Act in regards to persons with disabilities to include substantial limitations for an individual based on his or her food allergies; and
- Adhere to instructions under 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.

This policy applies to all students, staff, and schools in the District. The School will coordinate the wellness policy with other aspects of school management, including the School's School Improvement Plan, when appropriate.

School Health Advisory Council (SHAC)

Committee Role and Membership

The school will convene a representative school 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.

The SHAC membership will represent the school 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]; head administrator, school board

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

Leadership

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

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

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The school 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. Recordkeeping

The school will retain records to document compliance with the requirements of the wellness policy at 4401 Silver Ave. SE, Albuquerque, NM 87108. Documentation maintained in this location will include but will not be limited to:

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

Triennial Progress Assessments

At least once every three years, the school 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 School are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy. The position/person responsible for managing the triennial assessment and contact information is Lori Bachman, Executive Director at 505-292-6725.

The SHAC, in collaboration with the school, will monitor compliance with this wellness policy. The school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as school 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 school is committed to being responsive to community input, which begins with awareness of the wellness policy. The school 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. The school 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 school will use electronic mechanisms, such as email or displaying notices on the 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 school will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the school is communicating other important school information with parents. The school will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The school will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Policy Requirement B

Nutrition guidelines for school meals, competitive foods and beverages sold during the school day, exempt fundraisers, water, celebrations and rewards, nutrition promotion, nutrition education, food and beverage marketing in school, and school nutrition staff qualifications and professional standards requirement

Goal

The school will provide to all staff at least twice annually collaboration time to plan for the integration of nutrition promotion and education, physical activity, and community events that promote student wellness.

Standards

See Appendix B, Competitive Food Sales Policy

The school allows food and beverage marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards 7 CFR 210.11 and 6.12.5.8 NMAC. All proposed

fundraising and marketing of food and beverages requires review and approval by the Head Administrator to ensure compliance.

The school ensures that students receive nutrition messages that are consistent throughout classrooms, cafeterias, homes, community, and media. The school supports the breakfast program. The school will create a collaborative plan between the cafeteria and classroom to promote healthy selections and nutrition education. The school will consider scheduling recess before lunch so that children are less distracted and ready to eat a healthy diet.

The school will promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to students. (See Offer Versus Serve guidance document.)
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers; flavored milk is allowed if non-fat.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Adults become familiar with Wellness Policy and model healthy behavior

Competitive Foods and Beverages

See Appendix B, Competitive Food Sales Policy

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

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards:

- Celebrations and parties; the school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation
- Classroom snacks brought by parents; the school will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards. USDA Snack Guide
- Rewards and incentives; the school will provide teachers (including special education teachers and related service personnel) and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
- Withholding food, water or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.2 NMAC.)
- Water - Dispensers will be available in the cafeteria if a drinking fountain is not present.
- In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Nutrition Education

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

- Are designed to provide students with the knowledge and skills necessary to promote and protect their health Action for Healthy Kids
- Are part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promote physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

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

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

Policy Requirement C

Guidelines to provide physical activity opportunities to students before, during and after school

Goal

The school will offer at least one after school program per year with a focus on organized physical activity.

The school will offer supervised play outdoors each day before school.

Each class will walk to one of the local parks at least one time per week and during this time, students will be provided with instruction in safe behaviors and becoming a respectful and responsible community member.

The school will develop an alignment document to include expectations for each grade level for the following:

- Brain Break and recess activity options
- Safety for community walks
- Safety for local park visits
- Safety on public transportation
- Out of School Instruction in the local community
- Outdoor community walking time and distance

Before and After School Activities

- The school offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.
- The school will encourage students to be physically active before and after school by offering supervised outdoor play times and organized physical activity;

Recess

- The school will offer at least 20 minutes of recess on all or most days, not included as part of the instructional day, during the school year
- Where possible, recess will be offered prior to lunch or snack times.
- If recess is offered before lunch, the school will provide appropriate hand-washing facilities and/or hand sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating with students required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, should be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor Recess

- Outdoor recess will be offered when weather is feasible for outdoor play.
- In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable
- Recess will complement, not substitute for, physical education classes.
- Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity or “Brain” Breaks

- The school recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch
- Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week.
- The school recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

- The school will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA, GoNoodle, Brain Breaks, and the Alliance for a Healthier Generation.

Active Academics

- Teachers will serve as role models by being physically active alongside the students whenever feasible.
- Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.
- The school will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. (Refer to Neuroscience learning, Brain Activities, Movement Matters, etc.)

Active Transport

The school will support active transport to and from school, such as walking or biking. The school will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students (schools are required to provide opportunities to educate students and their families on bicycle safety best practices.)
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- “Walking school buses” are used
- Documentation of number of children walking and or biking to and from school
- Through a formal joint or shared use agreement, indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours. (Change Lab Solutions provides guidance regarding joint or shared use agreements.)
- The school will ensure that inventories of physical activity supplies are maintained and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

Essential Physical Activity Topics in Health Education

The school will include in the health education curriculum the following essential topics on physical activity:

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

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

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

Policy Requirement D

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

Goal

To provide all students with physical education taught by a certified physical educator who uses appropriate practices for the skills, knowledge, and attitudes needed to be physically fit and active for

life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follow 6.29.9 NMAC Physical Education Standards for Excellence.

Physical Education

The school will provide students with physical education, using an age-appropriate, sequential physical education curriculum, consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as to incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection).

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

All students in each grade will receive physical education for at least 40 minutes per week throughout the school year.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Policy Requirement E & F

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 to help attain personal, family, community, consumer and environmental health.

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum, aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The Coral Community Charter School (CCCS) health education curriculum, including the required health education course where applicable, is aligned to these standards. CCCS incorporates Health Education curriculum at all grade levels, including HIV instruction that complies with 6.122.10 NMAC. The K-6 District Health Education Curriculum is available for review. In addition, the school must develop and implement an “opt-out policy” that will ensure that parents have the option to request that their child(ren) be exempt from any parts of the health education curriculum that address the sexuality performance standards. The policy must include: 1) the process for parents to request an exemption

from any part of the health education curriculum that addresses the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum.

Policy Requirement G

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

Goal

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

Health Services

The school addresses health service needs of students in the educational process through the following:

- Guidance for compliance, staff training and provision of services through a licensed health professional
- One or more staff member maintains Health Assistant licensure and is on site during school hours
- Behavioral health training for teachers and staff in effective crisis prevention and social emotional support for students

Students with healthcare needs that may “affect or have the potential to affect safe and optimal school attendance and academic performance will be provided with an Individualized Health Plan (IHP) written by the professional school nurse in collaboration with the student, family, educators, and healthcare care providers”. The IHP shall be reviewed annually at a minimum. The need for an IHP is based upon each child’s required health care, not upon “educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973.” OSEP considers that the IHP should be a separate document from the Individualized Education Program (IEP) and should be attached to the student’s IEP or 504 plan based upon the student’s needs.

All students with HIV/AIDS shall have appropriate access to public education and their rights to privacy are protected as set in 6.12.2.10 NMAC Human Immunodeficiency Virus (HIV);

The school acknowledges that all students enrolled in the public, nonpublic, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions. An exception is provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistant Act [42 USC§ 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. If the child needs to obtain immunizations,

or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.

The school acknowledges all public and nonpublic schools must grant to any student in grades kindergarten through 12, authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting.

The school acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first grade and third grade and for transfer and new students in those grades, unless a parent affirmatively prohibits the visual screening. The Save our Children's Sight Fund, created in 2007, through 7.30.10 NMAC further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards.

Policy Requirement H

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

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

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.

The school develops a safe schools plan that is focused on supporting healthy and safe environments, including, but not necessarily limited to: prevention, policies and procedures and an all hazards emergency response plan, as described in the Safe Schools Guidance Document as found on the NM PED website's Safe Schools tab within the Coordinated School Health & Wellness Bureau. The plan is submitted to the PED once every three years for review and approval, beginning in the 2013-2014 School Year.

The school conducts 12 emergency drills each year. Emergency drills shall consist of 9 fire drills, 2 Shelter-in-Place drills and one evacuation drill with specific guidance as outlined in subsection N of 6.29.1 NMAC Standards for Excellence General Provisions.

The school creates and maintains a Bullying Prevention Policy, which is established and communicated as outlined in 6.12.7 NMAC Bullying Prevention. Such bullying prevention policies must contain an absolute prohibition against bullying and must also be inclusive of cyberbullying prevention with specific requirements as set forth in 6.12.7.8 (D) NMAC.

Policy Requirement I

A plan addressing the health services needs of students in the educational process;

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.

Social and Emotional Well-Being

- The school creates a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
 - Personal Education Plans are developed each year in collaboration with teachers, support staff and families. PEPs include at least one social emotional goal. Progress is assessed using a uniform, school wide rubric. The school analyzes student progress to determine strategies that support each individual student in the area of social emotional development.
 - Teachers and staff are provided with annual training in effective crisis prevention and de-escalation strategies.
- The school provides support service programs, which strengthen the instructional program. Required support service programs include school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2) provide licensed staff to develop and supervise the program; (3) be assessed as part of the educational plan for student success (EPSS) process (see 6.29.1.8 NMAC); and (4) support the local curriculum and EPSS.
- School personnel are required by law to report substance abuse, child abuse and neglect and are provided with annual training as outlined in the Safe Schools Plan
- Substance Abuse: Section 22-5-4.4 NMSA 1978
- 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
- 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 licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. Except as otherwise provided in this subsection, this requirement shall be completed within the licensed school employee's first year of employment by a school district. Licensed school employees hired prior to the 2014-2015 school year shall complete the sexual abuse and assault component of the required training during the 2014-2015 school year.

Policy Requirement J

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;

Goal

The goal of staff wellness is to promote activities for staff designed to promote the physical, emotional and mental health of school employees along with disease and disability prevention activities.

The school ensures an equitable work environment that meets requirements of the Americans with Disabilities Act, Part III.

The school ensures to the right to privacy of all school employees infected with HIV, keeping this information safe and confidential.

Staff Wellness and Health Promotion

The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

The school will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors to include training provided at monthly teacher collaboration, offering structured physical activity classes after the school day, disseminating health related resources and information to all staff, and public recognition for health related accomplishments. The school promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating and weight management that are accessible and free or low-cost.

Professional Learning

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

Policy Requirement K

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.

At least once every three years, the school 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 School are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy. The position/person responsible for managing the triennial assessment and contact information is Lori Bachman, Executive Director at 505-292-6725.

The SHAC, in collaboration with the school, will monitor compliance with this wellness policy. The school will actively notify households/families of the availability of the triennial progress report.