



DEXTER CONSOLIDATED SCHOOLS
WELLNESS POLICY

REVISED 2-24-22

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Dexter Consolidated Schools Wellness Policy
This institution is an equal opportunity provider

Introduction

The Dexter Consolidated Schools District Board of Education is committed to the wellness of every student. The Board believes that healthy eating and physical education help students achieve personal, academic, developmental. And social success.

This policy will address of Public Education Department requirements pertaining to healthier schools I the areas of:

- **Wellness Policy Implementation, Monitoring, Accountability, and community Engagement:** The District will engage family members. Students, and representatives of the school food authority, school administrators, and the public in the development and regular review of this policy.
- **Nutrition:** The goal is to influence students’ eating behaviors by providing nutrition education that is appropriate for students’ ages; reflects students’ cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills.
 - Nutrition Standards for USDA School Meals:** All foods available in each school during the day will have as a primary goal the promotion of student health and reduction of childhood obesity.
 - Nutrition Standards for Other Foods and Marketing:** Schools will restrict food and beverage marketing to the promotion of only those foods and beverages that meet the nutrition standards set forth in the District Wellness Policy.
- **Physical Activity and Education:** The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students’ physical fitness, to ensure students’ regular participation in physical activity, and to teach students the short and long term benefits of a physically and healthful lifestyle.
- **School Based Activities for Student and Staff Wellness:** The goal is to create a total school environment that is conducive to healthy eating and physical activity, for students and staff wellness.
- **Social Emotional Well Being:** 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.

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

I. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

The Superintendent or designee(s) will convene the School Health Advisory Committee (SHAC) and facilitate development of and updates to the Wellness Policy, and will ensure each school’s compliance with the policy. Each school within the District will establish an ongoing School Health Advisory Committee (SHAC) that promotes healthy activities and nutrition standards as required by Public Law 111-296 “Healthy, Hunger Free Kids Act” The Superintendent or designee along with the Dexter Consolidated Schools staff and district leadership team is responsible to implement and oversee the Dexter Schools Wellness Policy.

The School Health Advisory Committee (SHAC) will meet at least 3 times per year for the purpose of making recommendations to the Dexter School Board on the implementation, revision and evaluation of the Wellness Policy.

The SHAC membership will include parent(s), school food authority personnel, school board member(s), school administrator(s), physical education teachers, school health professionals, school staff, student(s), and community member(s). See member's list appendix A.

An Annual report shall be made to the Board on the District's compliance with student wellness practices. The Wellness Policy and the annual report will be available at the District website. The report may include, but not limited to:

- Recommendations for policy and/or program revisions.
- Evaluation of food service program.
- Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- For evaluation tool please see appendix C.
- Documentation of annual policy progress for each school to promote school-based activities that promote wellness.

The SHAC will update and modify the wellness policy based on the results of the annual progress reports, and as District priorities change; community needs change; wellness goals are met; new health science information, and technology emerges; and new federal or state guidelines and standards are issued. The Wellness Policy will be reviewed and updated at least every (3) years.

The District is committed to being responsible to community input. The District will notify parents of the content of, implementation of. And updates to the Wellness Policy, as well as how to get involved and support the Wellness Policy. The District will inform parents about 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 ensure that communications are culturally and linguistically appropriate for the community.

The District Wellness Policy will be available to parents/guardians of children/youth via the district's website. A hard copy will be available to parents, upon request at each building.

II. Nutrition and Nutrition Education

Nutrition Education supports healthy eating by students. Nutrition Education and healthy eating will encourage physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention and the ability to resist disease.

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

- Include nutrition education as part of health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects.
- Provide developmentally and culturally appropriate participatory activities such as (food tastings, farm visits, family cooking activities, and contests).
- Promote healthy foods and beverages using posters, signage, and/or displays throughout the school setting.
- Provide students positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. All school personnel will help reinforce these positive messages.

- Promote healthy eating and physical activity to students, parents, teachers, administrators and the community.
- Encourage participation in USDA nutrition programs and conduct nutrition education activities and promotions that involve students, parents and the community such as NM Grown, Eat Smart to Play Hard, 5210, and BMI.
- Offer information to families that promote and encourage healthy eating at home, social media, website updates, and parent meetings.
- Encourage schools to use USDA's Team Nutrition resources at <http://teammnutrition.usda.gov/team.html>
- Increase community awareness of student health needs.
- Partner with community to support policies and programs.
- Promote fresh fruit, fresh vegetables, whole-grain products, low-fat dairy products, healthy food preparation methods, and accurate portion sizes.
- Encourage activities such as working in a garden, participating in the federal Fresh Fruit and Vegetable Program and New Mexico Grown Grant, and purchasing local grown produce for school meals and snacks.
- Encourage staff members to be responsible for nutrition education opportunities, to participate in relevant professional development (e.g., training on Dietary Guidelines for Americans, and resources of grade appropriate curricula and lessons on nutrition education).
- Provide nutrition education to families via handouts, postings on the web-site, and social media.
- Provide students consistent nutrition messages throughout schools, classrooms, cafeterias, and school media.
- Encourage staff to model healthful eating habits.
- The district's Nutrition Program will accommodate students with special dietary needs. Parents must take a signed doctors statement to the school nurse of if a student has an IEP it will be noted in the prior written notice as an accommodation or precaution with a health plan. The statement must include the list of allergies and a list of substitutions for the allergies. The nurse verifies with the doctor and then sends to the information to the Nutrition Department. The Nutrition Department then can appropriately make substitutions as required.
- Food Safety inspections are conducted twice annually per USDA regulations and state rules and reports are posted publicly:
 - ❖ USDA requires two inspections annually. The NM State Environmental inspection Department (EID) does the Food Safety inspections once in the fall and once in the spring or as needed. The EID puts it on their website. The Food Safety inspections are posted in the kitchens where the public can see the report. Inspections are also available in the Nutrition Office upon request.
 - ❖ Per the U.S. Office of Special Educations (OSEP), Students with health care needs that may "affect or have the potential to affect safe and optimal school attendance and academic performance requires the professional school nurse to write an Individualized Health Plan (HIP in collaboration with the student, family, educators, and healthcare providers" (NASN Position Statement: Individualized Healthcare Plan)> The IHP should be reviewed annually at a minimum. The need for an HIP is based upon each child's required health care, not upon "educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973". OSEP considers that the IHP should be a separate document from the Individualized Education Program (IEP) and should be attached to the student's IEP or 504 plan based upon the student's needs. (See the PED School Health Manual, Section V: Individualized Healthcare Plans for instructions).

The nutrition Standards for USDA School Meals encourage consumption of more whole grains, fruits, vegetables, and legumes and decreasing waste. The District will comply with USDA nutrition standards for the National School Lunch Program, School Breakfast Program and After School Snack Program. The standards can be viewed at www.usda.gov.

- Provide training for all cafeteria staff on USDA and meal plans/reimbursable meals as well as cooking techniques, recipe implementation, sanitation, and food safety.
- Use NM PED approved menu software for menu review and requirement.
- Make available hand washing/hand sanitizing facilities for students before meals and snacks, and staff will remind students to make use of them.
- Provide at least 10 minutes to eat breakfast and 20 minutes to eat lunch after being seated and the elementary school will provide recess before lunch.
- Serve meals in a clean, pleasant, social setting and under appropriate supervision. Enforce rules for safe behavior consistently.
- Serve as role models to students by demonstrating proper conduct.
- Use creative, innovative methods to keep noise levels appropriate.
- Avoid scheduling tutoring, pep rallies, or assemblies, during meal times.
- “Closed High School Campuses” meaning that students are not permitted to leave the school grounds during the school day.
- Make available information on the nutritional content and ingredients of meals.
- Promote participation in school meal programs. Notify parents the availability of the breakfast, lunch and summer food programs and eligibility for reduced or free meals. Encourage nontraditional breakfast service to increase participation, such as breakfast served in the classroom.
- Prohibit withholding food as a punishment.
- Provide students and staff access to free, safe, fresh drinking water at all times throughout the school day.
- Facilitate access to water in the cafeteria. Students will be allowed to bring drinking water from home into the classroom. (Bottled Water)
- Encourage staff to model drinking water consumption.
- Maintain water fountains regularly to ensure that hygiene standards are met.

All foods and beverages sold on school grounds to students outside of reimbursable school meals are considered “competitive foods” or “Smart Snacks.” Competitive foods include items sold a la cart in the cafeteria, from vending machines, school stores and for in-school fundraisers.

- All competitive foods and beverages must comply with the district’s nutrition standards. As well as all applicable state and USDA’s “All Foods Sold in Schools” standards at <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>
- Ensure only fruits, vegetables, nuts and seeds, whole grains, low-fat dairy and combination products may be sold, following the standards below:
 - ❖ Packaged items shall not exceed one serving per package/200 calories.
 - ❖ Items shall contain no more than 35% of total calories from fat, less than 10% of total calories from saturated fats and zero trans fats. Exception: the fat content of nuts and seeds will not count against the total fat content of packaged products.
 - ❖ Items shall contain no more than 35% of calories from total sugars. Exception: yogurt may contain up to 30 grams total sugars per 8 oz. serving.
 - ❖ Items shall contain less than or equal to 200 mg of sodium per packaged portion.

- ❖ Combination items must contain at least one serving of whole grains, fruit or vegetable, per portion as packaged, in any combination (e.g., ½ serving of fruit and ½ serving of whole grain in one portion).
- Meet Smart Snack standards for a la carte items in the cafeteria. Encourage whole fruits, vegetables, nuts and seeds. <http://www.fns.usda.gov/cn/nutrition-standards-all-foods-sold-school-summary-chart>
- Locate vending machines for the sale of soft drinks in staff lounges.

Fundraising

- When in-school fundraising involves food, items must meet Smart Snack Standards (Smart Snack).
- Encourage the use of non-food fundraisers, and encourage those promoting physical activity, such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Avoid fund raising activities that promote branded products (e.g., Domino’s Dough Raising Program, branded candy sales, etc.).

Celebrations

- Promote non-food celebrations and make available a list of ideas to parents and teachers, such as those from the Alliance for a Healthier Generation and from the USDA.
- Encourage parents to bring foods that meet the district’s nutrition standards to school celebrations.
- Inform parents in advance of when a celebration with food is taking place and what is to be served.

Marketing and Promotion

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

Any foods and beverages marketed or promoted to students on the school campus during the school day (midnight to 3:30pm=school day) will meet the USDA Smart Snacks in school nutrition standards.

- Encourage school-based marketing consistent with nutrition education and health promotion.
- Promote healthy foods and beverages using posters, signage, and/or displays throughout the school setting.
- Discourage advertising that promotes less nutritious food and beverage choices on school campuses.

III. Physical Activity

The District will provide opportunities for every student to develop the knowledge and skills for specific physical activities; maintain physical fitness; reduce sedentary time; learn about cooperation, fair play, and responsible participation that meets the needs of all students; and gain an appreciation for lifelong and responsible participation that meets the needs of all students; and gain an appreciation for lifelong physical activity through a healthy lifestyle.

- Provide opportunities for students for physical activity beyond PE class on a daily basis.
- Provide at least 15 minutes of recess before lunch at Dexter Elementary School.

- Provide physical education at the elementary school that will promote student physical fitness through individualized fitness and activity assessments (Presidential Youth Fitness Program or other tools) for reporting progress of each student.
- Discourage the use of physical activity as a punishment, the withholding of participation in physical education classes as punishment or the use of physical education class time to complete assignments from other classes.
- Promote and encourage walking and biking as after school activities. Encourage in school activities to promote walking such as participation in Gingerbread Man Chase – Seasonal Celebrations that include walking activities as alternatives to walk-n-roll to school and weekly walking programs. Due to the fact that we are a rural all bussed school district it is very difficult for us to provide activities before and after school however, if the opportunity arises we are open to any and all activities before and after school.
- Encourage short (3-5 minute) “energy release” physical activity breaks (i.e., Jammin” Minute, Brain Breaks, Take 10).
- Provide physical education instruction by teachers with a license endorsement for physical education (22-13-1.7)
- In-door recess is provided during extreme weather conditions.
- Dexter Youth Basketball (grades 3-5) uses school facilities to practice and play games during basketball season.
- Healthy Kids Chaves Co (HKCC) offers Eat Smart to Play Hard Program to students grades 4-5. This program provides a weekly physical activity for students to take home and do with their families.
- Offer opportunities for interscholastic sports programs to all students at the middle and high school.
- Provide opportunities for family engagement and family wellness activities (i.e., 5210 Challenge, Family Night Activities, Eat Smart to Play Hard, etc.).
- Encourage for school-wide physical activities (i.e., fun day, field days, Home Coming Week games and activities, other games such as basketball – student’s vs teachers).

IV. Health Education

The District will provide a planned, sequential and developmentally appropriate K-12 physical education curriculum as per 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision aligned with the content standards and benchmarks and performance standards.

- Provide health and physical education that will reinforce the knowledge and skills needed to maintain a physically active lifestyle.
- Lifesaving skills including psych motor CPR Automated External Defibrillator (AED) and Heimlich Maneuver is included in health education courses.
- .5 of Health Education is required by NMPED as a graduation requirement.
- District policy is included to ensure all students with HIV/Aids have appropriate access to public education and that their rights to privacy are protected as set in 6.12.2.10 NMAC Human Immune Deficiency Virus (HIV).
- Provide staff and faculty the opportunity to participate in health promoting activities focused on skill development and lifestyle behavior change including exercise, stress management and nutrition (i.e., health fairs, fun runs/walks, 5210 Challenge, etc.).

V. Physical Education

Physical activity is a component of, but 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.

- Promote academic achievement by physical education teachers helping teachers incorporate physical education concepts in classroom activities.
- Provide professional development opportunities on a yearly basis for physical education teachers.
- Limit physical class sizes, so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels will be scheduled back to back to maximize teaching efficiency.
- Instruction in a Least Restricted Environment (LRE) that adapts or modifies the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:
 - ❖ The general physical education setting;
 - ❖ The general physical education setting with a teaching assistant or peers;
 - ❖ A separate class setting with assistants; and/or
 - ❖ A one-to-one setting between students and the instructor.
- One unit of Physical Education is required by NMPED as a graduation requirement.

VI. Social and Emotional Well-Being

Dexter Consolidated Schools participates in the NM Youth Risk and Resiliency (YRRS) to create a plan that addresses the behavioral health and needs of all students.

- Student discipline in Dexter Consolidated Schools should serve to educate youth regarding citizenship and a system of rules and consequences for their violation. Discipline should serve to teach appropriate behavior.
- Dexter Consolidated Schools provides school counseling to students via a self-referral system.
 - ❖ In addition, school counselors and social workers are trained in suicide and threat assessments. Dexter Schools has procedures and forms in place to assess the level of threat to others and/or self-harm; school counselors and/or social workers are involved in the assessment as well as school administration. As part of the process parents are contacted and involved in the assessment process. Law enforcement are involved as necessary. Based upon level of severity, outside counseling referrals are made to community agencies.
- Licensed School Counselors, grades K-12, provide guidance counseling. Small group counseling, and individual counseling services to students in need of support.
- A list of outside agencies will be made available upon request. In addition, school counselors make referrals to Student Assistance Teams and serve on Student Assistance Teams, as needed.
- Dexter Consolidated Schools has school guidance lessons/curriculum in place for grades K-8; the curriculum addresses bullying, harassment, positive social engagement, healthy choices, and conflict resolution.
- All Dexter school personnel are required by law to report child abuse and neglect. All employees undergo training each year regarding such reporting practices.

- New Mexico law 32A-4-3 requires that school employees who know or suspect that a child is an abused or neglected child shall immediately report the matter to:
 - ❖ A local law enforcement agency;
 - ❖ The department of office of (Early Childhood Education and Care Department) in the county where the child resides.
- All Dexter personnel are required by law to report substance abuse.
- Individual Health Care plans are developed by trained school nurses in conjunction with student, family, and health care providers as part of the IEP or 504 process for students with healthcare needs that affect school performance, attendance, and/or safety. An IHP is based upon each individual child's health care. The IHP is reviewed, at minimum annually, and revised as needed.

VII. Health Services

- District policy acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first grade and third grade (7.30311 NMAC: Vision Screening Test Standards for Students) and for transfer and new students in those grades, unless a parent affirmatively prohibits the visual screening. The Lions Club assists the Dexter students without insurance.
- Self-medicate: District policy acknowledges all public and nonpublic schools must grant to any student in grades K-12th grade authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by students in the school setting. More information on medications in school may be found in Section VI. of the NM School Health Manual.
- The Dexter Consolidated Schools shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. Dexter Consolidated Schools has a Homeless Education Program Liaison who will assist homeless students/families in making enrollment and placement decisions, obtaining needed resources, and completing all appropriate forms.
- All homeless students have rights to:
 - ❖ Immediate school enrollment: A school must immediately enroll students even though they lack health immunizations or school records, proof of guardianship or proof of residency.
 - ❖ Remain enrolled in his/her selected school for as long as h/she remains homeless or, if the student becomes permanently house, until the end of the academic year.
 - ❖ Transportation services: A homeless student attending his/her school of origin has a right to transportation to go to and from the school of origin as long as he/she is homeless or if the student becomes permanently housed, until the end of the academic year.

VIII. Staff Wellness

The Dexter Consolidated Schools will have a staff wellness committee that focuses on staff wellness issues. The committee will encourage and support opportunities for staff to actively promote and model healthy behaviors.

- Dexter Consolidated Schools provides access to staff, faculty, and high school students, to the school fitness center located on the high school campus.
- Encourage ongoing assessment/evaluation to improve staff wellness program's effectiveness and efficiency.
- Encourage school nutrition standards apply to all foods available to staff members (beverages, vending machines, etc.).
- The district policy will ensure the right to privacy of all school employees infected with HIV, keeping records safe and confidential.
- American Disabilities Act: Staff wellness for all school staff, insuring an equitable environment in compliance with disabilities act, title II.

Appendix A

Dexter Consolidated Schools Health Advisory Committee (SHAC) Members

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

Listed below are the members of Dexter Consolidated Schools SHAC Committee.

NAME	ROLE	TITLE	E-MAIL
Miles Mitchell	Superintendent/chair	Superintendent	mitchellm@dexterdemons.org
Andrea McGarrah	Member	Board Member	mccgarraha@dexterdemons.org
Idania Aguilar	Member	School Nurse	aguilarid@dexterdemons.org
Joseph Manzanares	Member	Athletic Director	manzanresj@dexterdemons.org
Heather Garner	Member	High School Principal	garnerh@dexterdemons.org
Rosalinda Sanchez	Member	Food Service-clerk, Parent	sanchezro@dexterdemons.org
Jaylen Sanchez	Member	Dexter Student	n/a
Shelley Montgomery	Member	Food Service Director	montgomerys@dexterdemons.org
Paula Camp	Member	Education Partner/HKCC	51pauladcamp@gmail.com
Becky Joyce	Member	Education Partner/HKCC	beckyjjoyce@gmail.com

Revised – 2-23-22

1st board reading _____

2nd board reading _____

Board Approval _____

Appendix B

Health Education Opt-Out Policy

I do not want the student listed to participate in instruction for the sexuality performance standards of the health education curriculum. I understand that as an alternative to that instruction the student will be given alternative assignments, determined by the teacher, to be completed in an alternate setting during the duration of the unit topics/course. If parent would like to discuss alternative assignments, the parent may call the teacher for a meeting to determine the alternative assignments.

(Parent/Guardian Signature)

(Date)

1 copy to parents, 1 copy to Principal and 1 copy for students cumulative file.

ASSURANCE

FOR CURRICULUM ALIGNMENT WITH THE NEW MEXICO HEALTH EDUCATION AND PHYSICAL EDUCATION CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS,

I assure that _____:

School District/ Charter School Name

1. Health Education Curriculum aligns with the Public Education Department (PED) Health Education Content Standards with Benchmarks and Performance Standards (6.30.2.19 NMAC) including abstinence education 9-12 and comprehensive sexuality education 9-12.
2. Adopted and is implementing a parent opt-out policy that complies with 6.30.2.19.H NMAC.
3. Physical Education Curriculum aligns with the PED Physical Education content Standards with Benchmarks and Performance Standards (6.30.2.20 NMAC).

Superintendent's/Charter School Director Signature

Date

By signing this form, the school district superintendent/charter school director verifies that the district/charter school curriculum is aligned with the PED Health Education and Physical Education Content Standards with Benchmarks and Performance Standards.

Appendix C

Evaluation

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

Dexter Consolidated Schools Evaluation Plan

Process Evaluation: Measuring implementation of Wellness Policy

Component/Activity	In Planning	In Process	In Place
School Board established a School Health Advisory Committee (SHAC)			
SHAC contain all required members: Parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s).			
The SHAC reports to the local school board recommendations for development/revision, implementation and evaluation of the wellness policy.			
The SHAC has met at least twice this year for the purpose of development or revision, implementation, and evaluation of the wellness policy.			
The SHAC designated one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district’s wellness policy.			
The School board has adopted physical activity guidelines for before, during and/or after school.			
Nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in subsection B of 6.12.5.8 NMAC.			
Nutrition Guidelines for school sponsored fund raisers during the normal school day (midnight-3:30pm) minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC			
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC			
Guidelines for a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.3.30 NMAC.			
Guide lines 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.			
A plan addressing the behavioral health needs of all students in the educational process by focusing on students’ social and emotional well-being.			
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures and emergency response.			
A plan addressing the health services needs of students in the educational process.			
A plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.			

Outcome Evaluation: Measuring impact of Wellness Policy

Component/Activity	Outcome Measures
SHAC	The local school board adopts _____% of the recommendation from the SHAC
Physical Activity	_____ % of students participated in physical offerings.
Nutrition	100% of the offerings in a la carte meet the guidelines set forth in subsection B of 6.12.5.8 NMAC 100% of the clubs/sports/etc. are following the guidelines for school sponsored fund raisers during the normal school day ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC
Health Education	_____ % of students meet the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
Physical Education	_____ % of students meet the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC
Behavior Health	_____ % reduction in discipline referrals due to behavioral health problems.
School Safety	100% of teachers and other school staff are aware of and know how to implement the school level safety plans.
Health Services	_____ % reduction in student absenteeism. _____ % of students who have been screened for vision/hearing.
Staff Wellness	_____ % reduction in staff absenteeism.

Legal References:

Public Law 111-296 “Healthy Hunger Free Kids Act”

NMAC, New Mexico Requirements for Competitive Foods Sold to Students

6.12.5.8 NMAC, Wellness Requirements

6.30.2.19 NMAC, Health Education

6.30.2.20 NMAC, Physical Education

Smart Snacks Calculator: foodplanner.healthiergeneration.org/calculator/

National School Lunch Program, School Breakfast Program and After School Snack Program At www.usda.gov

The School Health Index at www.cdc.gov/HealthyYouth/SHI