

**Pecos Cyber Academy Wellness Policy,
Regulations and Exhibits**

J-4950 © JL

STUDENT WELLNESS

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

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

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

- *Nutrition Education*: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.
- *Physical Activity*: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.
- *Other School-Based Activities*: The goal is to create a total school environment that is conducive to healthy eating and physical activity.

- *Evaluation*: A primary goal will be to regularly evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness.

- *Parent, Community and Staff Involvement*: A primary goal will be to engage family members, students, the Governing

Board, Executive Director, and the public in development and regular review of this school policy.

A health advisory council consisting of parent(s), School Board member(s), school administrator(s), school staff, student(s) and community member(s) shall be established by the Lead Administrator with the advice and consent of the Board. This council shall meet a minimum of twice a year for the purpose of making recommendations to the local board on the implementation, revision and evaluation of the wellness program. The Administrator shall be the presiding officer of the health advisory council and shall provide

- A written, specific statement of the purpose of the council.
- The dates on which reports of the council are to be rendered.
- Recommendations on replacements required upon a council members' unavailability or resignation. ●

The extent to which facilities, supplies, equipment, and clerical support will be provided to the council.

- A briefing on the requirements of the New Mexico Open Meeting Law ([10-15-1 NMSA](#) 1978) as it applies to committees of the Board.
- Posting of all notices and agendas of meetings of the council.

Adopted: date of manual adoption

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

[6.12.6.8 NMAC](#), Wellness Requirements

[6.30.2.19 NMAC](#), Health Education

[6.29.9.8 NMAC](#), Physical Education

CROSS REF.: [ABA](#) - Community Involvement in Education

[ABAA](#) - Parental Involvement

[BBA](#) - Board Powers and Responsibilities

[IHA](#) - Basic Instructional Program

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INTRODUCTION

From 2016 to 2022 Pecos Cyber Academy with the support of Carlsbad Municipal School District’s Board of Education developed and implemented a wellness policies that are supported,monitored and maintained by the district, with regulations, and exhibits to ensure all students have equitable learning environments that help meet their academic potential and enjoy lifelong health. On July 7th of 2022 Pecos Cyber Academy became a state charter. Pecos Cyber Academy plans to carry on with the foundation of wellness policies and 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 year.

Pecos Cyber Academy Wellness Policy addresses the components of a Coordinated School Health Model approach to student health and well-being, ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, the policy and regulations establish goals andprocedures to ensure that:

1. Ensure that identified staff at each school campus provide oversight in fulfilling the district’s wellness policy
2. A School Health Advisory Council (SHAC) is established at the district and school levels
3. Develop goals within the regulation that address:
 - Nutrition and nutrition education;
 - Physical activity;

- Physical education;
- Health education; (High School Course)
- Behavioral health;
- School safety
- Staff wellness and professional learning

Pecos Cyber Academy has developed a plan, measuring the implementation and evaluation of the wellness policy and supporting regulations and exhibits. In addition, the district has taken actions to continue to develop and monitor opportunities for students, families, and community to enhance the wellness culture of the district and schools, meeting the Public Education Department Wellness rule 6.12.6 NMAC:

- 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 to 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.

A comprehensive school district wellness policy is essential to the academic success and lifelong well-being of students and staff at Pecos Cyber Academy. The intent of a wellness policy is to create a learning environment that allows students and staff to achieve their full academic potential and enjoy lifelong health, while meeting the Public Education Department Wellness Policy rule 6.12.6.6 NMAC and the requirements of Section 204 of Public Law 108-265-June 30, 2004- Child Nutrition and WIC Reauthorization Act of 2004.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with 3 positive student outcomes.

The link between nutrition, physical activity and good health has been well researched and documented. Healthy habits are known to reduce the risk of mortality and the development of many chronic diseases in adulthood. As a school district, we have a responsibility to assist staff and students in establishing and maintaining beneficial lifelong health habits.

All students shall possess the knowledge and skills necessary to make well-informed choices about healthy eating and physical activity as a valuable part of daily living. Pecos Cyber Academy will implement a comprehensive plan/regulation to encourage healthy life habits. This plan will include the use of school and community resources, while equitably serving the needs and interests of all students and staff in the district.

FAMILY SCHOOL AND COMMUNITY INVOLVEMENT

Pecos Cyber Academy

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 regarding 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: Each local board of education shall establish a district SHAC that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), and school staff, and student, and community members. 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.

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.

Activities

SHAC- General Information	All students in grades Pre-Kindergarten through 12, including students with disabilities, special health-care needs, and in alternative education settings, have the opportunity to participate in a variety of learning experiences that support development of healthy living. The district's School Health Advisory Council (SHAC) is intended to support the district with developing and monitoring ongoing opportunities that will ensure the district's plan is implemented, appropriate records are maintained, measure and report annual progress, evaluate compliance with a triennial progress assessment, and involve community members to actively communicate the wellness plan.
School Health Advisory Council (SHAC)- Committee Role, membership and Leadership	<ul style="list-style-type: none"> • The school will convene a representative district health advisory council (SHAC) that meets at least two times per year to establish goals and oversee school health and safety policies, regulations, programs and the development and implementation of those programs. • Committee members are listed in Appendix A and will be an exhibit included within the policy. Committee members can also be found on the district's website under the Wellness tab • Each school will identify a wellness representative who will be responsible for overseeing the SHAC and monitoring the school's individual plan.

	<ul style="list-style-type: none"> • The Lead Administrator or designee(s) will convene the School Health Advisory Council (SHAC) and facilitate development of and updates to the Wellness Policy, and will ensure each school's compliance with the policy. The school will establish an ongoing School Wellness Committee (SWC) that promotes healthy activities and nutrition standards as required by Public Law 111-296 "Healthy, Hunger Free Kids Act." • The Lead Administrator or designee is responsible to implement and oversee the SHAC. The SHAC, along with the Pecos Cyber Academy administration and staff, will implement and execute the school Wellness Policy. • SHAC will involve parents and community members to participate in the development of the wellness plan, provide feedback and assist with progress monitoring of the policy and regulations. • Ongoing public announcements, plans, and events related to the SHAC and the district's wellness policy will be made as often as necessary to ensure ongoing communication and education of parents and community, by the district's community relations/communications director.
SHAC-Implementation Plan	<ul style="list-style-type: none"> • 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, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. Individual school plans are included within the appendices and are available online. • The district will use the Healthy Schools Program online tools to complete school level assessments based on the Centers for Disease Control and Prevention's School Health Index. An action plan that fosters implementation, and generates an annual progress report will be developed.
SHAC-Recordkeeping	<ul style="list-style-type: none"> • The school will retain records documenting compliance with the requirements of the wellness policy in the office of the Lead Administrator, the school's network, and school office. Documentation maintained in this location will include but will not be limited to: <ul style="list-style-type: none"> ○ The written wellness policy, regulation, and exhibits ○ Community involvement documentation (SHAC membership list, meeting attendance, and notes, roles of stakeholder groups and ongoing progress/participation, sign-in sheets for SHAC meetings, community events, and other wellness related events/meetings ○ Documentation of the annual progress reports for each school will be retained at the school site in addition to the school's office, and network.

	<ul style="list-style-type: none"> ○ Documentation of the triennial assessment of the policy/regulations for each school will be retained at the school site in addition to the school office, and network. • Documentation of the wellness policy, annual progress reports and triennial assessments will be made available to the public through student/parent handbooks, and made available and shared with parents.
SHAC-Annual Progress Reports	<ul style="list-style-type: none"> • The school will compile and publish an annual report to share basic information about the wellness policy and report on the progress in meeting wellness goals. This annual report will be published yearly and will include information from each building. This report will include, but is not limited to: The location of the 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 policy leader(s) identified in Section I; and information on how individuals and the public can get involved with the SHAC. • The annual report will be available in English and Spanish, and the district will actively notify households/families of the availability of the annual report. The SHAC will establish and monitor goals and objectives for the district's schools, specific and appropriate for elementary, middle and high school level (as appropriate), for each of the content-specific components listed in the sections of the district's policy, regulations and exhibits
SHAC-Triennial Progress Assessments	<ul style="list-style-type: none"> • At least once every few 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; 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 the school's wellness coordinator. The SHAC, in collaboration with individual committee members, will monitor schools' compliance with this wellness policy. The district will actively notify households/families of the availability of the triennial progress report.
SHAC- Revisions and Updating the Policy	<ul style="list-style-type: none"> • 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.

SHAC- Community Involvement, Outreach, and Communication	<ul style="list-style-type: none"> • The school 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 (handbooks, local notifications, etc.)
	<ul style="list-style-type: none"> • The school will use electronic mechanisms, such as email, as well as non-electronic mechanisms, such as presentations 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, • 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.
Evaluation	See Appendix C

HEALTH EDUCATION
Pecos Cyber Academy

Definition: Health Education is 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 benchmark 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.

Activities:

<p>GENERAL</p>	<p>All students in grades Pre-Kindergarten through 12, including students with disabilities, special health-care needs, and in alternative education settings, have the opportunity to participate in a variety of learning experiences that support development of healthy living. The district's Health Education is in compliance and meets the requirements of the PED Wellness rule: 6.12.6 NMAC, is fully implemented, with regular progress monitoring. The school's School Health Advisory Council (SHAC) meets at least two times per year to review and provide recommendations to the board regarding Health Education. The district's wellness policy and Health Education is provided to parents/families by the district and schools via student/parent handbooks, and parent/teacher conferences. Parents and community members participate in the development and ongoing implementation and progress monitoring of the Health Education component of the district's Wellness Policy by participating in school events, serving on the SHAC, participating in health education activities, and events.</p>
<p>CLASSROOM Curriculum is to address physical, mental, emotional, and social dimensions of health.</p>	<ul style="list-style-type: none"> • Teachers are encouraged to integrate health education throughout the curriculum in subject areas such as math, science, language arts, and social studies. • Teachers are encouraged to attend health-related professional development training.

<p>HEALTH ED. CONT.</p>	<ul style="list-style-type: none"> • Hands on activities that demonstrate real-world situations are provided, as appropriate, in each grade level by certified/licensed PE and Health staff to enhance and support the Health Education content standards. • The school provides health education classes beginning in grade 6, continuing in grades, 7 and 8, and is included as a requirement for all students for graduation as per <u>Section 22-13-1.1(J) NMSA 1978</u>. Our courses provide a deep understanding of health and wellness, food and nutrition, mental and emotional health, resolving conflicts, and preventing violence, safety and emergencies, infectious diseases, body image, as well as, tobacco, alcohol and drug use. High School offers Health, Life Skills, and Personal Fitness. In these courses, students learn first aid, personal wellness, and the dangers of alcohol and drug use. Students learn how to adopt long-term, healthy habits and lifestyle changes to improve and inspire an overall state of well-being. Students also explore how fitness can influence self-image and how to develop social strategies to understand peer pressure. They are provided with the opportunities to consider many influences on social, emotional, and physical health and well-being. The course covers information on healthy decisions, communication, goal setting and decision making, family dynamics, food and nutrition, substance abuse prevention, and prevention of STIs and HIV/AIDS. The student will also learn how to be a savvy consumer by being aware of consumer rights, techniques in advertising, and how to use checking and credit accounts responsibly.
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<p>FAMILY AND COMMUNITY</p>	<ul style="list-style-type: none"> • In grades 6, 7, 8, and High School, families are provided with information through courses that encourage them to teach their children about health. • Parents are encouraged to share their healthful food and physical activity practices with the school and community.
<p>STAFF WELLNESS</p>	<ul style="list-style-type: none"> • Pecos Cyber Academy encourages each faculty and staff member, both certified and non-certified, to serve as a healthy role model for students. • Each faculty and staff member is encouraged to develop a wellness goal for the school year. A form is provided. • At least one school-wide activity will be conducted each year that promotes staff wellness.

NUTRITION AND NUTRITION EDUCATION

Pecos Cyber Academy

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

Courses	<ul style="list-style-type: none"> ● Courses are offered at 6, 7, 8, and High School. ● Elementary Physical Education included health and nutrition.
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PHYSICAL ACTIVITY

Pecos Cyber Academy

Definition: Physical activity is 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.

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. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.

GENERAL	All students in grades Pre-Kindergarten through 12, including students with disabilities, special health-care needs and in alternative education settings have the opportunity and are encouraged to participate in
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	moderate to vigorous physical activity on a regularly scheduled basis each school day during the entire school year.
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<p>PHYSICAL EDUCATION CLASSES</p>	<ul style="list-style-type: none"> • Elementary students receive a minimum of 150 minutes of physical education per week. • Middle School and High School receive a minimum of 150 minutes of physical education per week. • During physical education classes live lessons, students engage in moderate to vigorous physical activity at least 20 minutes a day. • The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. • The physical education curriculum is sequential and consistent with the New Mexico Public Education Department approved teaching standards for Pre-Kindergarten through 12. • Physical Education teachers are licensed by the New Mexico Public Education Department. •
<p>THROUGHOUT THE SCHOOL DAY</p>	<ul style="list-style-type: none"> • Classroom health education reinforces the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. • When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students are given periodic breaks which they are encouraged to stand and be moderately active. • Physical activity is encouraged to be incorporated into other subject areas (i.e. math, language arts, social studies, etc.). • Classroom teachers provide short physical activity breaks between lessons or classes as appropriate.
<p>FAMILY AND COMMUNITY</p>	<ul style="list-style-type: none"> • Information is provided to help families incorporate physical activity into the lives of all household members. • Family and community members are encouraged to institute programs that support physical activity such as health walks and daily aerobics.

PHYSICAL EDUCATION
Pecos Cyber Academy

Definition: Physical education (PE) is an academic program which provides students with a planned, sequential K-12 standards-based program of curricula and instruction, designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. It meets the Content Standards with Benchmarks and Performance Standards as set forth in Section 6.29.6 NMAC. New Mexico Physical Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. All instruction must be aligned with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision. Further reference is available in the NM Content Standards with Benchmarks and Performance Standards.

Goal: To provide all students the opportunity to learn and develop body movement skills, knowledge and healthy attitudes necessary to choose a lifetime of physical fitness and activity.

<p>PHYSICAL EDUCATION CURRICULUM</p>	<ul style="list-style-type: none"> • Pecos Cyber Academy 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
	<ul style="list-style-type: none"> • The physical education curriculum will be aligned to the Content Standards with Benchmarks and Performance Standards as outlined in the NM Public Education Department Content Standards with Performance Standards and Benchmarks: K-4, 5-8, 9-12.
<p>ADAPTIVE PE</p>	<ul style="list-style-type: none"> • All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. This service includes: <ul style="list-style-type: none"> <input type="checkbox"/> Assessment and instruction by qualified personnel <input type="checkbox"/> Accurate assessment data collected by qualified personnel <input type="checkbox"/> Individualized Education Program (IEP) goals and objectives/benchmarks <input type="checkbox"/> Instruction in the Least Restrictive Environment (LRE)

<p>ELEMENTARY PHYSICAL EDUCATION</p>	<ul style="list-style-type: none"> • All Pecos Cyber Academy elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year as documented in the student PE log • During physical education classes, students engage in moderate to vigorous physical activity. • PCA provides a physical and social environment that encourages safe and enjoyable physical activity for all students • Physical Education teachers are licensed by the New Mexico Public Education Department. •
<p>SECONDARY PHYSICAL EDUCATION</p>	<ul style="list-style-type: none"> • All Pecos Cyber Academy secondary students (middle and high school) are required to take the equivalent of one unit of physical education. • One unit of Physical Education is required for graduation

HEALTHY AND SAFE ENVIRONMENT

Pecos Cyber Academy

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.

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.

<p>School Safety Plan and Policies</p>	<ul style="list-style-type: none"> • Create and implement a home/school safety plan that is focused on supporting healthy and safe environments, including, but not limited to, prevention, policies and procedures, and emergency response plans. • Each plan will include prevention components • Each plan will include procedure components • Each plan will include emergency response components
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<p>Safe Homes</p>	<ul style="list-style-type: none"> • Provide safety procedures and appropriate training for students, teachers and staff that support personal safety and a violence/harassment-free environment. • Ensure that all schools abide by district policies which create an environment free of tobacco, alcohol and other drugs. • Create and maintain a Bullying Prevention Policy, which is established and communicated as outlined in 6.12.7 NMAC Bullying Prevention. Such bullying prevention 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.
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SOCIAL AND EMOTIONAL WELL-BEING

Pecos Cyber Academy

Definition: Social and Emotional well-being are services provided to maintain and/or improve students' mental, emotional, behavioral and social health. School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy member of society. Programs should encourage and support links among youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive.

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.

<p>Social and Emotional Well-Being</p>	<p>Wellness Policy includes a plan to address the behavioral needs of all students in the educational process by focusing on students' social and emotional well-being with support services available to all students, as per (6.12.6.8.D.6 NMAC)</p> <ul style="list-style-type: none"> • Information is available for students regarding the influence of culture, media, technology, and other factors on emotional and social well-being. • Information is available for students regarding anger management, conflict resolution, and frustration management. • PCA recognizes that all students have individual needs. <ul style="list-style-type: none"> Student Assistant Teams are available to all students. School counselors are available to all students to provide individual, small group, and guidance counseling. A list of outside agencies providing mental health care are available upon request. PCA provides school counseling to students via a self-referral or staff referral system. School counselors are trained in suicide. PCA counselors will conduct a suicide assessment; PCA has a safety contract in place for threat to others and/or self-harm. PCA school counselors and are involved with the suicide procedure as well as school administration. Law enforcement is involved as necessary. Based upon level of severity, outside counseling recommendations are made to community agencies.
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Social and Emotional Well-Being

PCA is a virtual school therefore it is necessary for students have their cameras on during homeroom/advisory as a manner in which a student may be “checked on”.

School staff members are trained in child abuse and neglect detection and neglect

- Child Abuse and Neglect:
 - As per New Mexico law 32A-4-3, all PCA personnel are required by law to report child abuse and neglect.
 - All employees are required to complete training each year regarding such reporting practices.
 - reporting, per Section 22-10A-32, NMSA

- Substance Abuse:

NMSA 1978 All PCS personnel are required by law to report substance abuse. Schools adhere to substance abuse reporting per Section 22-5-4, 4

HEALTH SERVICES

Pecos Cyber Academy

Definition: Health services means services provided for students to apprise, protect and promote health. These services are designed to ensure access or referral to primary health care and/or behavioral health services. The services also prevent and control communicable disease and other health problems; provide emergency care for illness or injury; and provide optimum sanitary conditions for a safe school environment. In addition, it is an opportunity to 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 primary health and behavioral health services for students, families and staff.

<p>Primary Health Services</p>	<p>□ PCA provides intervention services:</p> <ul style="list-style-type: none"> □ Ancillary services (Speech, OT, PT, School Psychologist, Social Worker) <p>PCA can access community/state agencies for additional health services, such as:</p> <ul style="list-style-type: none"> Dental prevention care Flu shots CPR training Vision Screenings (Lion’s Club) □ New Mexico School for the Blind and Visually Impaired (MSBVI) □ New Mexico School for the Deaf (NMSD)
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	<ul style="list-style-type: none"> • PCA acknowledges that all students enrolled in our schools must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule. 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. <ul style="list-style-type: none"> □ PCA has a Homeless Education Program Liaison who will assist homeless students/families in obtaining needed resources (school counselor). • PCA acknowledges that all schools must grant to any student in grades K-12 authorization to carry and self-administer health care provider prescribed treatments as long as certain conditions are met (as per 6.12.2.9 NMAC). This applies to the following: <ul style="list-style-type: none"> □ Asthma treatment medications □ Anaphylaxis emergency treatment medications
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□ Diabetes care (as per 6.12.8 NMAC)

STAFF WELLNESS
Pecos Cyber Academy

Definition: Staff wellness is defined as opportunities for school staff to improve their health status through activities such as health assessments, health education, wellness education, nutrition education, fitness education and health-related fitness activities. These offerings encourage school staff to pursue a healthy lifestyle that improves health status and morale and provides 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 that help them to make personal decisions about healthy daily habits.

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.

Staff Wellness Plan	<ul style="list-style-type: none"> • Pecos Cyber Academy will create 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 • Ensure that all school boards, districts, and charter schools implement a policy that will ensure that the rights to privacy of all school employees infected with HIV are protected.
Professional Learning	<ul style="list-style-type: none"> • The school offers 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 district staff understand the Cyber 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.
Health Promotion Activities	<ul style="list-style-type: none"> • The district provides opportunities for staff to receive annual flu/ pneumonia/ vaccines. • The district encourages staff to utilize district facilities such as the district natatorium, tracks, tennis courts, and fields for physical activity • The district hosts an annual health and wellness fair for all staff to inform them of benefits and provide preventative health opportunities

Appendix A
HEATH ADVISORY COUNCIL (SHAC) MEMBERS
Pecos Cyber Academy

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).

NAME	ROLE	PHONE NUMBER	E-MAIL
Dr. Kim Hite-Pope	Executive Director	505-609-8197	khitepop@pecosca.us
	Wellness Policy Lead		
June Boles	High School Principal		jboles@pecosca.us
Kyla Anderson	School Board Member		wktwanderson@gmail.com
Greg Aguilar	Homeless Liaison		gauilar@pecosca.us
Tracy Gorby	Wellness Policy Member	575-415-4579	tgorby@pecosca.us
Kelley Fontanilla	Elementary Principal	575-309-8855	kfontanilla@pecosca.us
	Student		
Kelley Martin	Wellness Policy Member	575-430-6524	kmartin@pecosca.us
Alexandria Daugherty	Elementary PE Teacher	575-425-0910	adaugherty@pecosca.us

Sarina Paul	Secondary PE/Health Teacher	575-404-1629	spaul@pecosca.us
Kelli Loudermilk	Middle School Principal	575-626-2884	kloudermilk@pecosca.us

Daelena Potter	Special Education Director	505-652-2270	dpotter@pecosca.us
Charli Poe	Counselor	575-236-4003	cpoe@pecosca.us
John Mark Pope, FNP	Wellness Community Member		ranchero81842581@aol.com
Cathy Muniz, RN	School Nurse		cmuniz@pecosca.us
Charlotte Griffin	PE/Health Middle School Teacher		cgriffin@pecosca.us

	Community Member		
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Appendix B

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

6.12.6.1 ISSUING AGENCY: Public Education Department.

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

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

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

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

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

6.12.6.4 DURATION: Permanent.

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

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

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

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

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

6.12.6.7 DEFINITIONS:

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

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

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

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

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

F. “Healthy and safe environment” means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. G. “Nutrition” means programs that provide access to a variety of nutritious and appealing meals and snacks that accommodate the health and nutrition needs of all students.

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

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

J. “Social and emotional wellbeing” means services provided to maintain or improve students’ mental, emotional, behavioral, and social health. K. “Staff wellness” means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.

L. “Emergency Operation Plan (EOP)” means the document which outlines and explains functions, resources and coordination procedures for responding to and supporting crisis, emergency, terrorist-response, and disaster operations, and is that portion of a safe school plan that details risk assessments and establishes the plans or procedures to manage a crisis, emergency, terrorist or disaster event before, during and after it has occurred and includes, but is not limited to, emergency routes and staff assignments as they relate to immediate actions, delayed actions, mitigation actions, facility evacuations and facility reentry. [6.12.6.7 NMAC - N, 02-28-06; A, 11-30-06; A, 05-15-14; A, 12-30-14]

6.12.6.8 REQUIREMENTS:

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

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

C. Each school district and charter school shall submit the wellness policy to the public education department for approval. (1) Sections of the wellness policy that meet the requirements set forth in Paragraphs (3), (4), (5) and (10) of Subsection D and the requirements set forth in Subsection E of this section shall be submitted to the public education department on or before August 30, 2006. (2) Sections of the wellness policy that meet the requirements set forth in Paragraphs (1), (2), (6), (7), (8) and (9) of Subsection D of this section shall be submitted to the public education department on or before January 30, 2007.

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

(1) a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC; (2) a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC;

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

(4) nutrition guidelines meeting standards established by federal rules at 7 CFR 210.11 and 7 CFR 210.11a, the Healthy Hunger-Free Kids Act

of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966;

- (5) guidelines for fund raisers established at 6.12.5 NMAC and an annual assurance of compliance with limitations on fund raisers established at 6.12.5 NMAC; a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional wellbeing;
- (6) 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;
- (7) a plan addressing the health services needs of students in the educational process;
- (8) 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;
- (9) a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.

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

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

History of 6.12.6 NMAC: [Reserved]

Appendix C Evaluation Plan 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:

District/Charter School: _____

Date of most recent review:

Yes	No	Date of Completion	Item	Name of Person(s) Responsible
			Compliance with PED Wellness Policy rule, 6.12.6 NMAC – wellness policy completed and fully implemented	
			Each school's progress in meeting district's Wellness Policy goals recorded	
			Wellness Policy available to parents/guardians of school children/youth	
			SHAC established according to regulation (see Appendix A for list of council members)	
			SHAC meets minimum of two times annually, regarding wellness policy development and/or assessment	
			SHAC representative assigned to provide recommendations and to participate with district on wellness policy development	
			Federal and PED guidelines used to develop wellness policy	
			Parents and community members actively sought to participate in development of wellness policy	

		<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 	
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		<ul style="list-style-type: none"> <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 	
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			regulations and state rules, and reports are posted publicly	
			<p>Health Education contents standards with benchmarks and performance standards (6.29.1 NMAC Standards for Excellence) disseminated to each school</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health Education curriculum for each school validated as comprehensive, per PED standards and benchmarks <input type="checkbox"/> Life skills training is integral part of health education curriculum <input type="checkbox"/> Schools apply PED's "opt-out" policy, regarding sexuality component of health education curriculum 	

			<ul style="list-style-type: none"> <input type="checkbox"/> Assurance that HIV instruction is provided (6.12.2.10 NMAC) <input type="checkbox"/> Lifesaving skills training is included in Health Education courses 	
			<p>Quality physical activity is a component of the district's wellness policy, which aligns with the NM Health Education Content Standards as set forth in 6.29.9 NMAC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools provide physical activity 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 	

			<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 <input type="checkbox"/></p> <p>The wellness policy includes a planned, sequential, and developmentally appropriate K-12 physical education curriculum <input type="checkbox"/></p> <p>PE instruction aligns with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision</p> <p><input type="checkbox"/> One unit in physical education is included as a district graduation requirement</p> <p><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"/></p> <p>Adapted physical education is available to all students where appropriate</p> <p><input type="checkbox"/> Physical educators are appropriately trained and certified/licensed to teach the subject</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 <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 <ul style="list-style-type: none"> <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 Web EPPS to the PED 	
			<p>District Wellness Policy includes a plan to address the behavioral health needs of students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support services are available for all students, including a referral system that is clearly conveyed to all members of the school community <input type="checkbox"/> Schools provide licensed staff to develop and supervise the behavioral health program <input type="checkbox"/> Students' behavioral health needs are assessed as part of the education plan process for student success <input type="checkbox"/> Schools adhere to substance abuse reporting per Section 22-5-4, 4 NMSA 1978 <input type="checkbox"/> School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA 1978 	

			Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans, which are separated from Individualized Education Program (IEP) plan but attached to the IEP or 504 plan based upon students' needs	
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			Schools are compliant with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS	
			Schools enroll students who provide satisfactory evidence of commencement or completion of NM's Public Health Division schedule NOTE: District ensures that students who are identified as homeless are not prevented from entering schools, based on inability to produce records normally required for enrollment, as per the McKinney-Vento Homeless Assistant Act	
			The Wellness Policy includes the provision for any student in K – 12 the authorization to carry and self-administer health care practitioner prescribed asthma treatment and anaphylaxis emergency treatment medications, as well as the right to self-management of diabetes in school settings	
			Vision screenings are administered to students enrolled in pre-K, Kindergarten, 1 st and 3 rd grades at a minimum	
			Schools provide a plan to address staff wellness needs based upon state statute guidelines, 6.12.6 NMAC Section K: Staff Wellness for all school staff, insuring an equitable environment in compliance with the Americans with Disability Act, Title III	
			District and its governing boards and schools, implement policy to ensure rights to privacy of all school employees infected with	

			HIV, keeping these safe and confidential	
			Schools provide staff with the information on activities related to personal health promotion and with the opportunity for every staff member to participate in these as feasible	
			Members of the school staff are included as participants on the district's SHAC, as per 6.12.6.8 NMAC Section E	

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