



Central Consolidated School District

Wellness Policy

June 2022

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Preamble

Central Consolidated School District (CCSD) Mission statement is “Building a collaborative relationship within our collective community through continuous learning, open communication and shared trust.” District Vision statement: “A community of learners dedicated to building lives.” CCSD believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

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

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards (Section II);
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors (Section IV);
- Students have opportunities to be physically active before, during and after school (Section III and Section V);
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness; (Section III)
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school (Section VII);
- **Social Emotional Section**
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits (Section VII); and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District’s School Improvement Plan, and school safe plan.*

School Wellness Committee

Committee Role and Membership

The District will convene a representative district school health advisory committee (referred to as the SHAC) ([NMAC 6.12.6.8.E](#)) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (referred as “wellness policy”).

The SHAC membership will represent all school levels (elementary and secondary schools) and include parents; students; representatives of the school nutrition program (school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals; and the general local community public. When possible, membership will also include

- *Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC.]*

Leadership

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

The designated official for oversight is Christie Brown Health & Wellness Coordinator

CCSD SCHOOL HEALTH ADVISORY COUNCIL (SHAC) MEMBERS:

Name	Title / Relationship to the School or District	Email address	Role on Committee
Kathy Smiley	Food Services Coordinator Food Service Clerk	armij@centralschools.org smilk@centralschools.org	Assists in the evaluation for nutrition and smart foods in the implementation of the wellness policy
Christie Brown	Health & Wellness Coordinator Health & Wellness	browch@centralschools.org	SHAC Lead

Paden Avery	Health & Wellness Specialist Policy Lead	averp@centralschools.org	SHAC Lead
Kristen McLiverty Kelli Ednie Lavonna Clark	School Nurse Elem Health Assistant	lanss@centralschools.org ednik@centralschools.org clarla@centralschools.org	Health Services
Anthony Clah Shantel Sword Karl Siozon	Physical Education Teacher/Coach Physical Education Teacher Health Teacher	claha@centralschools.org swors@centralschools.org siozk@centralschools.org	Health Education and Physical Activity
Suzanne Ornelas Stephanie Benally	District School Psychologist School Social Worker	ornes@centralschools.org benast@centralschools.org	Behavioral Health
David Griego Devin Verhulst	School Safety Coordinator	gried@centralschools.org verhd@centralschools.org	School Safety
Marlena Harvey Margaret Trocheck	Staff Wellness Director of Human Resources	harvm@centralschools.org trocmm@centralschools.org	Staff Wellness
Elfreda Harvey Rachel Brown	Intercultural and Community Outreach Department	yazze@centralschools.org browr@centralschools.org	Staff/Parent/ Student Services
Parent/Guardians Michelle Gatheright	Parents/Guardians Parent/Health Assistant	gathm@centralschools.org	SHAC parents

Administration Jenifer Huffman	Curriculum & Instruction Coordinator	hufmj@centralschools.org	
Jody Bidtah	Capacity Builders	j.bidtah@capacitybuilders.info	Local Community
Shaundale Gamboa	Health Promotions (IHS)	shaundale.gamboa@IHS.gov	Local Community
Judith Wolfe		Judith.wolfe@ih.gov	
Sandra Bierne		Sandra.Beirne@ihs.gov	
Lydia Kim		Lydia.Kim@ihs.gov	
Anna Krutsky	San Juan County Partnership	krutsky@sjcpartnership.org	Local Community
Patience Williams		williamsp@sjcpartnership.org	
Julie Smith		smithj@sjcpartnership.org	
Margene Purcella	Community Member		

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Section: 1 - Wellness Policy

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.ccsdnm.org

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Student Support Services Department. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public (click [here](#));
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SHAC ([NMAC 6.12.6.8.E](#));
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide auto-dialer communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's and schools' individual website of events or activities related to wellness policy implementation. Annually, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;

- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Christie Brown-Health & Wellness Coordinator: browch@centralschools.org 505.368.4984

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

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

Section: 2 - Nutrition

School Meals

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

All schools within the CCSD participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *Federal child nutrition programs in which the district participates, or others*. The District also operates additional nutrition-related programs and activities including *Farm to School programs, school gardens, Breakfast after the bell, Grab 'n' Go Breakfast*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - Daily vegetable options are bundled into all meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - Student artwork is displayed in the service and/or dining areas.
- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
- The District child nutrition program will accommodate students with special dietary and food allergy needs.
- Students will be allowed at least 15 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating, depending on the school site.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs. Universal Breakfast & Lunch through the Community Eligibility Provision.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes in the following:

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.*
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.
- Exceptions: Pandemic Conditions

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards (School meals nutrition standards and SMART snacks in school nutrition standards). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

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

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation, SMART snacks](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [Alliance for a Healthier Generation](#) and the [USDA](#).

Fundraising during and outside school hours are encouraged to sell foods that meet Smart Snacks standards. Outside school hours would also mean concession stand sales.

Nutrition Promotion

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

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

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Our Schools will provide a planned sequential [K-12 health education](#) curriculum that includes nutrition education (*NMAC 6.29.6.8-10*) and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education* **Essential Healthy Eating Topics in Health Education**

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

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

Food and Beverage Marketing in Schools

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

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

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

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Section: 3 - Quality Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district being committed to providing these opportunities. Physical activity is included in health education to promote a healthy lifestyle. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, Physical Education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Shape America's* CSPAP. CDC, in collaboration with SHAPE America, has developed a [step-by-step](#) guidance for schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs.

You can download the pdf [here](#). The guide can be read and utilized by a group that either already exists (e.g., school health council or wellness committee) or a new group or committee that is made up of physical education coordinators and teachers, classroom teachers, school administrators, recess supervisors, before- and after-school program supervisors, parents, and community members. The USDA also has a list of [resources](#) for implementing physical activity in various settings.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason *"This does not include participation on sports teams that have specific academic requirements.* The district can provide teachers and other school staff with some [ideas](#) for alternative ways to discipline students. The teacher is also encouraged to research this particular topic. Conversely, physical activity will not be used as a form of punishment.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours. (this needs to be discussed, I know Shiprock facilities are closed outside of athletic use)*

The District will support active transport to and from school, such as walking or biking. CCSD has *11 schools that are in remote and open terrain on the Navajo Reservation. CCSD's number one priority is our students' point of transportation by walking or bicycling to school when available.*

- Designate safe or preferred routes to school (building admin in collaboration with facilities director/transportation coordinator)
- Promote activities such as participation in International Walk to School Day (October 5, 2022. International Walk to School Day (IWTSD)), National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper

- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year (*This policy may be waived on early dismissal or weather inclement days*). Recess is offered after lunch, schools will have appropriate hand-sanitizing mechanisms located just inside the cafeteria to ensure proper hygiene prior and after eating for students to use these mechanisms before/after eating. Hand-washing time is essential to reduce the spread of germs and bacteria which cause Flu/cold symptoms.

Outdoor recess will be offered when weather is feasible for outdoor play. CCSD will give discretion to the building administrator based on his/her best judgment of safety conditions of the weather inclusive of wind chill factors, during storms with lightning or thunder, or excess of heat.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

The following are guidelines for determining if recess will be indoor or outdoor. This is followed by indoor recess guidelines.

Students are to come to school prepared to go outside for recess every day, regardless of the weather. This means they should be dressed appropriately for cold/warm weather. Students should be dressed warmly in layers with ears, fingers, legs and toes covered during the winter months. Input for the decision to stay inside for recess comes from the administration, school nurse, and support staff based on the following conditions. The decision to have indoor vs. outdoor recess is subject to change during the day based on the change in weather conditions.

Are we having indoor or outdoor recess today? Indoor Recess If:

- Temperatures with wind chill are below 28°F
- There is hard rain, freezing rain, snow, sleet, hail, or extreme wind speeds
- There is ice build up or snow build up
- Heat index is above 100, but you should use caution and judgement if the heat index is above 90. This is a [link](#) to an online heat index calculator, you need to know air temperature and humidity (%).

Or any other weather conditions considered dangerous by the school administration.

The following are District Recommendations for when holding indoor recess, to encourage physical activity:

Recess should be held outside whenever possible. Plan ahead and communicate with families to assure students come prepared to be outdoors for recess. When weather forces recess indoors, remember that indoor recess does not mean that students can't be active. Establishing a policy on when recess will be held indoors due to inclement weather will make the expectations clear to all in the building. However, holding recess indoors should be a backup plan and should not be the norm for a school. Keep these elements a part of your indoor recess plans:

- Whenever possible, indoor recess should happen in a gymnasium or other large area where students can have the space necessary for active play- schools are encouraged to get creative with their indoor space.
- The gym can be mapped in the same way as the playground; with areas for large groups, small groups and quiet activities. A diagram of the area should be distributed ahead of time to all recess supervisors, so that when there is indoor recess staff and students know what to expect.
- If large areas are unavailable, consider setting up the classroom in a manner that enables easy movement for an indoor activity break. Check out the resource list below for game ideas and fitness videos.
- Consider arrangements that facilitate viewing videos that lead students in physical activity routines, such as GoNoodle videos, or kids-focused aerobic routines. The Resources Section of this document provides a sampling of these.
- Ensure students are aware that playground expectations and rules apply to the indoor recess location.

Indoor Recess...

IS . . .	IS NOT . . .
<ul style="list-style-type: none"> • Active play with creative use of space • Active games in the gymnasium, hallway, multi-purpose room or classroom • Students participating in fitness videos (including dance and yoga) in a classroom or auditorium • Relay races in a hallway • Walking laps around a gym, multi-purpose room or auditorium • FUN! 	<ul style="list-style-type: none"> • Physical Education • Without rules or behavior expectations • Only structured activities, games, or fitness • Sitting and watching videos/movies • Sitting and reading • Sitting and playing board games • Sitting and doing homework • Making kids sit out as punishment • Using physical activity as punishment

Creative Space Solution Options:

- Gymnasiums, hallways, multi-purpose rooms, classrooms and the library can be used for indoor recess if these spaces are available during recess time.
- Auditorium stages can be used for dance activities or group games.
- Seats in the auditorium can be used for games such as Keep the Ball Afloat/Don't Let the Ball Hit the Ground, where students work together to ensure that a balloon or a beach ball stays in the air, without touching the ground, for as long as possible. Everytime the balloon or beach ball drops students have to do an active move together (like 15 jumping jacks).
- Students can also stand in front of the seats (preferably every other, if space allows) and follow along to fitness or dance videos.
- The open corners of the auditorium, classroom, hallway or multi-purpose room can be used for Healthy Corners, which includes four physical activity stations that students rotate through for a short duration of time (e.g., three to five minutes at each station). The recess supervisor can play music and when the music plays students should participate in the activity at each station and when the music stops, students should rotate to the next station.

Indoor Recess Resources:

Fitness Videos:

- [Adventure2Learning*](#) (K-8)
- [Cosmic Kids](#) (K-2)
- [GoNoodle*](#) (PK-12)
- [Move to Learn](#) (PK-12)

- [PBS Kids in Motion](#) (K-5)
- [The Learning Station](#) (K-2)
- [Fitbound*](#)

Game Ideas:

- [Playworks Game Library](#)
- [OpenPE Active Classroom Ideas](#)
- [Moving Minutes Guide](#)
- [Peaceful Playgrounds 10 Rainy and Snow Day Activities for Indoor Recess](#)
- [Fuel Up to Play 60 Indoor Activities](#)
- [Active Academics](#)

Other Guidelines:

- Students should not be permitted to use the internet, a computer, personal cell phones, or an electronic device.
- Games will be open to all who want to participate.
- A variety of equipment will be made available and limited to specific spaces, as determined by the teachers responsible for overseeing the students during recess.
- No rough play should be permitted (tripping, pushing, pretend fighting, etc.), this prevents students from wanting to participate.
- All normal classroom rules apply (no standing/climbing on furniture, etc.)
- All equipment should be cleaned up and put away at the end of indoor recess.

Recess will complement, not substitute, Physical Education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

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

Schools in the CCSD will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

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

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Section: 4 - Health Education

Health Education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one Health Education course. The District will include in the Health Education curriculum a minimum of 12 the following 20 essential topics on physical activity:

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

Classroom Physical Activity Breaks (Elementary and Secondary)

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

The District can provide resource links with ideas for classroom physical activity breaks. One resource is available through the [Alliance for a Healthier Generation](#). Another [resource](#) that can be shared with parents is from the CDC.

Sexual Component of Health Education Curriculum

The District implements New Mexico State mandated health education performance standards including age-appropriate sexual abuse and assault awareness and prevention training in all health education classes. Parents may request that their child not participate, “opt out”, in the

parts of the curriculum that address the sexuality performance standards by completing a request for exemption on the forms provided by the school. Alternative lessons to the sexuality performance part of the health education curriculum shall be extensions of the health education curriculum at the grade level of the student whose parents request the exemption.

Active Academics

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

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *CCSD physical activity clubs, intramurals or interscholastic sports.*

Active Transport

The District will support active transport to and from school, such as walking or biking. CCSD has 11 schools that are located in remote and open terrain on the Navajo Reservation. CCSD’s number one priority is our students’ point of transportation by walking or bicycling to school when available.

- Designate safe or preferred routes to school (building admin in collaboration with facilities director/transportation coordinator)
- Promote activities such as participation in International Walk to School Day (October 5, 2022. International Walk to School Day (IWTSD)), National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

Section: 5 - Physical Education Requirements

Physical Education

The District 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 incorporate essential Health Education concepts in Physical Education when there is no Health Education class offered at the school. The Physical Education Curriculum should still support components of Health Education.

All students will be provided an 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, adapt equipment, or create an Adaptive Physical Education class, as necessary.

All CCSD **elementary students** in each grade receive Physical Education for at least 90-149 minutes per week throughout the school year.

All CCSD **secondary students** (middle and high school) are required to take the equivalent of one academic credit of Physical Education to graduate.

(6.29.9 NMAC)

The District Physical Education program will promote student physical fitness through individualized fitness and activity assessments ([Presidential Youth Fitness Program](#)) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- All physical education teachers in CCSD will be required to participate in at least once a year professional development in Physical Education or similarly related courses/development.

Section: 6 - Social and Emotional Well-Being:

The district supports social and emotional well-being in order to maintain and/or improve students' mental, emotional, behavioral and social health. School behavioral and mental health programs focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. District behavioral health programs support the student's process to become fully functioning and happy member of society. District programs also 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. Support services are available to all students.

PED Required Activities: includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule ([6.12.6.8-6 NMAC](#)). The PED required activities are expected to be included in every wellness policy submitted to the PED. Creating a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being ([6.29.1 NMAC](#)) requires districts to:

- A. Provide support service programs to include school counseling. Support services must:
 - (1) have a written, delivered, and assessed program, K-12 – as evidenced by (but not limited to the following): a consistent, documented referral process available at all CCSD schools in order to facilitate student access to behavioral health supports through school counselors and school social workers, participation in various program features such as Signs of Suicide training for staff, See Something/Say Something access to report concerns for all students grades 6 through 12, PAX supports at elementary grade levels, student self-questionnaires to aid all students, grades 6 through 12, in accessing services with privacy and discretion, ongoing classroom presentations to assist in the age-appropriate social-emotional progress of students, Social-Emotional Learning processes supports for teachers, Trauma-Informed classroom management supports for positive classroom molding, etc.
 - (2) provide licensed staff to develop and supervise the program – as evidenced by all behavioral health staff required to demonstrate appropriate academic background/degree/licensure at time of hire and to maintain current licensure within the state. Additionally, to aid in professional development, all behavioral health staff are encouraged to seek further expertise within their field via opportunities for outside training and workshops. Lastly, the district offers clinical level supervision of behavioral health staff, in order for each to achieve individualized mentoring and professional oversight through the district school psychologist.
 - (3) be assessed as part of the educational plan for student success process ([6.29.1.8 MAC](#)) – via contributing to all students in Tier 1 structured activities, as well as further Tier 2 level actions such as Student Assistance Team (SAT) generated services and supports and lastly the Tier 3 issues such as appropriate assessment/service design and service provision within the Special Education process, i.e. structuring behavioral health assistance within an Individualized Education Plan (IEP).
 - (4) support the local curriculum and EPSS.
- B. School personnel are required by law to report substance abuse, child abuse and neglect (Section 22-5-4.4 NMSA 1978).
- C. School personnel are required by law to report any good faith suspicion, knowledge or evidence of any student using or abusing alcohol or drugs.
- D. (Section 22-10A-32 NMSA 1978) All licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault. (32A-4-3 NMSA 1978) Except as otherwise provided in this subsection,

this requirement shall be completed within the licensed school employee's first year of employment by a school district.

E. Other Activities: includes other activities that each SHAC may create in addition to the requirements that are specific to the needs of the local school district/charter school. CCSD staff have at beginning of year training in various topics, such as Signs of Suicide, the NM PED process on possible suicidal students, recognizing anxiety, depression and trauma-related behaviors in students and social-emotional learning components.

(1) Provide a positive, supportive environment in which students are able to request assistance when needed. Behavioral health staff are present at schools, networking with educational staff, assisting in day-to-day activities in order to establish positive school spaces and be readily available to students in need. Additionally, the CCSD social work team presents a yearly Student Self-Questionnaire concerning multiple issues, such as (but not limited to) family/home life issues, substance use/abuse, academic difficulties, resource needs, and bullying in order to note those issues and provide assistance and supports to individual students.

(2) Ensure that school personnel know how to recognize and respond to a student who is showing signs of suicidal ideation. A specific Suicide Prevention Plan in place should outline the appropriate steps to take when a student threatens suicide. - All educational staff are coached through regular presentations at each CCSD school regarding the behavioral indicators of an "at-risk" student. Also, school staff are then mandated to involve appropriate supports, i.e. counselors, social workers, nurse, etc. to assist in identification and safety of a possibly suicidal student. Lastly, a Safety Plan is mandatorily completed within the first day of a student's return to school post suicidal ideation/threat/attempt. This plan is to be completed by a team, including (but not limited to): school social worker, school counselor, school nurse and other appropriate supports. The plan is designed to aid all participants in averting another suicide crisis, including the student.

(3) Create a referral network to get help quickly. Schools should have available student counselors while maintaining a current local referral list with clear guidelines on steps in the referral process. Local outside resources are cataloged and disseminated at least twice year, including (but not limited to) housing, clothing, medical/dental/behavioral health/substance abuse resources, etc. These listed resources have been shared on the district webpage, individual schools and their staff, multiple departments within the district, Navajo Police Department, San Juan County Sheriff's Office, San Juan County Crisis Management working team, San Juan County Mental Health Leads working team and other county entities.

F. Student Counseling: Student counseling is critical in creating an emotionally and psychologically safe environment. Addressing emotional, social, spiritual, mental, and physical well-being are vital to the education of the whole student. There is no other area where the need is greater than helping the student process and cope with all the adjustments necessary when something traumatic happens and/or when a student faces an emergency/disaster event.

Healthy and Safe Environment:

The district supports a healthy and safe environment defined as the surroundings, the psychosocial climate and the culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

Every school is required to provide a safe and orderly environment, as outlined in the [6.29.1 NMAC Standards for Excellence General Provisions](#). These standards contain requirements, educational standards and student expectations in public schools. Specific to school safety, Standards for Excellence General Provisions require:

- schools to provide a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning; and
- Practice of Emergency drills including fire, shelter-in-place and evacuation drills.

PED Required Activities: includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule [6.12.6 NMAC](#). The following PED required activities are expected to be included in every wellness policy submitted to the PED. 6.29.1.9 Section C-6A,B C-7

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

B. Perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 Shelter-in-Place drills and one evacuation drill with specific guidance as outlined in subsection N of [6.29.1 NMAC Standards for Excellence General Provisions](#).

C. Create and maintain a Bullying Prevention Policy, which is established and communicated as outlined in [6.12.7 NMAC Bullying Prevention](#). Such bullying prevention policies must contain an absolute prohibition against bullying and must also be inclusive of cyberbullying prevention with specific requirements as set forth in [6.12.7.8 \(D\) NMAC](#).

Other Activities:

A. All schools will provide appropriate, adequate, and best-practice training for students, teachers and staff that support personal safety and a violence/harassment-free environment.

B. All school buildings and grounds, structures, buses and equipment are kept inviting, clean, safe and in good repair and will meet current safety standards or formally report deficiencies.

C. All schools will abide by district/charter school policies which create an environment free of tobacco, alcohol and other drugs. Refer to [6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools](#) Which outlines instructions to local school boards on establishing and communicating such policies.

D. All schools must comply with [6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public School Students](#) in providing gun-free schools and allowing students to attend a safe public school within his/her district in accordance with [6.19.3 NMAC: Unsafe School Choice Option](#)

E. Specific to use of pesticides [6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O](#), requires that all school districts develop procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with special sensitivities to pesticides.

Section: 7 - OTHER WELLNESS POLICY COMPONENTS

CCSD Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans (IHP), which are separated from Individualized Education Program (IEP) plan but attached to the IEP or the 504 plan based on individual students' needs.

CCSD is in compliance with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS by having a training yearly

Statement addressing statute 6.12.2.8 NMAC, which 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)

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 Assistance Act

Page 34 PED Required Activities

*The Wellness Policy includes the provision for any student in K –12, providing 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 (6.12.2.9; 6.12.8 NMAC)

Page 35 NMAC 6.12.8

* At a minimum, vision screenings are administered to students enrolled in pre-K, Kindergarten, 1st and 3rd grades (7.30.11 NMAC: Vision Screening Test Standards for Students)

Health Services:

The School District 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. The District 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.

Immunizations:

Subject to the exemptions as provided by law, no student shall be enrolled unless the student can present satisfactory evidence of commencement and completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division, except that a homeless student shall not be prevented from attendance until the fifth (5th) calendar day after enrollment.

“Satisfactory evidence of commencement and completion of immunization” means satisfactory

evidence of a person having begun the process of immunizations in a statement, certificate or record signed by a duly licensed physician, certified nurse practitioner, or other recognized public or private health facility stating that the person has received at least the first in the series of required immunizations and is proceeding with the immunizations according to the prescribed schedule. Persons enrolling in schools who have begun the process of immunization shall have one month following the date of enrollment to complete the required immunizations and submit satisfactory evidence of completing the required immunizations or having continued the process of the required series.

Any minor child, through his parent or guardian, may file a request for exemption from required immunization with the director of the public health division. The original request for approval of any exemptions from immunization must be mailed to the Department of Health, Public Health Division, immunization program. The address is PO Box 26110, Suite S-1250, Santa Fe, NM, 87502. Request forms can be found at the immunization program offices 1190 St. Francis Drive, Suite South 1250 or on the program's website.

The student is exempt from immunization pursuant to Section 6.12.2.8 NMAC upon filing with the governing authority:

a statement or certificate signed by a licensed physician or certified nurse practitioner stating that the physical condition of the person seeking enrollment is such that immunization would seriously endanger the life or health of the person;

an exemption granted by the Public Health Division on the basis of:

notarized affidavits or written affirmation from an officer of a recognized religious denomination that such student's parents or guardians are bona fide members of a denomination whose religious teaching requires reliance upon prayer or spiritual means alone for healing; or 176

notarized affidavits or written affirmation from the student's parent or legal guardian that the student's religious beliefs, held either individually or jointly with others, do not permit the administration of vaccine or other immunizing agent.

Exemption from obtaining the required immunizations, when approved, is valid for a period not to exceed nine (9) months and will not extend beyond the end of the school year in which the student is currently enrolled.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

The District will cooperate with the Public Health Division in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

No child shall be enrolled in a school in New Mexico unless satisfactory evidence of immunization requirements has been provided.

First Aid:

If a student is injured or becomes ill during the school day or while attending a school sponsored activity, it is the responsibility of any staff member present to render assistance and to summon aid.

First aid procedures shall be based on the following fundamental concepts:
The school is responsible for the emergency handling of accidents and sudden illness occurring

at school or on school property. The school is not responsible for subsequent treatment.

At the time of an emergency, the school has the responsibility for:

- Caring for the student.
- Notifying the student's parents or guardians, or, if these cannot be reached, following directions given on the student's enrollment card.
- In extreme cases, getting the student under professional care with or without family permission.

In the absence of family transportation or ambulance service, an authorized District employee may have to take the sick or injured student home, to the physician's office, or to the hospital. A sick or injured student should be accompanied from the school by an adult. If the destination is the student's home, the adult shall have ascertained that a responsible person is at home to assume responsibility.

In case of any serious injury or illness, the parent or responsible person should always be notified as soon as possible. Emergency care of the student has priority.

Medication:

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given.
- There must be written permission from the parent to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.
- A student should not carry medication to and from school unless authorized to self administer.

A responsible adult should bring medications to the school office if necessary. If medications are necessary for emergency use during transportation a written health management plan shall be prepared in consultation with the parents and school authorities indicating where the medication will be located during transportation and who will administer the medication.

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

This policy and any related policies or amendments to such policies shall be forwarded to the District liability insurance carrier for review.

Communicable Diseases:

Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return.

Parents will be requested to provide a history of the communicable diseases for each student,

and such records will be kept and maintained by the District.

A student suffering from a communicable disease shall be excluded from school to protect the student's own welfare and also to protect other students from illness. Early recognition of a communicable disease is of prime importance.

A principal or person in charge of a public school having knowledge of any person having or suspected of having a notifiable condition, shall immediately report the instance to the office of public health in accordance with New Mexico Administrative Code 7.4.3.8.

Vision Screenings:

A person trained to administer vision screening in accordance with the standards of the department of health shall administer a vision screening test to students in prekindergarten (Pre-K), kindergarten (K), first (1st) grade, third (3rd) grade and all new or transfer students in those grades unless a parent affirmatively prohibits the screening. Such affirmation shall be accepted in writing and kept as a part of the student's health record. If the parent affirmatively prohibits the vision screen verbally, the action shall be put in writing, witnessed and placed in the student's health record.

Should the vision screening of a student indicate the need for further evaluation, the parent of the student shall be notified of that need and be provided with information on the availability of funds from the Save Our Children's Sight Fund.

School Based Health Clinic:

The School District may provide health services to students and staff through a contracted provider in concert with the New Mexico Department of Health.

This school-based health clinic may provide medical and mental health services. Services may not include reproductive services.

Administration of medication is limited to Class "C" Pharmacy License. [16.19.10.11A (1)(c) Class "C" clinic drug permit for clinics where dangerous drugs are administered to patients of the clinic.]

Health clinic services may be provided as long as funding is available.

Diabetes Management:

The parent or guardian or each student with diabetes, who seeks diabetes care for that student while at school, shall submit a diabetes medical management plan approved by their personal health care provider to the school. Each school that receives a diabetes medical management plan shall review and implement the diabetes medical management plan. Parents shall also complete forms as required by the school for administering medications.

"Diabetes" means type one or type two diabetes mellitus, complications related to diabetes mellitus, or prediabetes as diagnosed by competent medical personnel.

Training as established pursuant to the 6.12.11.1 et seq. NMAC shall be provided to all school nurses and diabetes care personnel (a minimum of two school employees at each school attended by a student with diabetes). At a minimum, the training guidelines shall address:

- Recognition and treatment of hypoglycemia and hyperglycemia;
- Understanding the appropriate actions to take when blood glucose levels are outside of

- the target ranges indicated by a student's diabetes medical management plan;
- Understanding health care practitioner instructions regarding diabetes medication drug dosage, frequency and manner of administration;
- The administration of glucagon and insulin and the recording of results; Understanding of glucagon and insulin and recording of results;
- Recognizing diabetes – related complications that require emergency assistance; and
- As relates to students with diabetes, understanding recommended schedules and food intake for meals and snacks, the effect of physical activity upon blood glucose levels and actions to be implemented in the case of schedule disruption.

If at any time fewer than two school employees are available to be trained at a school, the principal or other school administrator shall distribute to all staff a written notice stating that the school is seeking volunteers to serve as diabetes care personnel. The notice shall inform staff of the following:

- That the school is required to provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide that care;
- The tasks to be performed by diabetes care personnel;
- That participation is voluntary and no school, school district or governing body will take action against any staff member who does not volunteer to be designated; 188
- That training will be provided to employees who volunteer to provide care; and
- The identity of the person whom staff should contact in order to volunteer to be diabetes care personnel.

The training required pursuant to 6.12.11.10 NMAC shall be provided by:

- A school nurse if the school has a school nurse; or
- A health care practitioner with expertise in diabetes.

The following training is to be provided on an annual basis to all school personnel who have primary responsibility for supervising a student with diabetes during some portion of the school day and to bus drivers responsible for the transportation of a student with diabetes:

- Recognition of hypoglycemia;
- Recognition of hyperglycemia; and
- Actions to take in response to diabetes related emergency situations.

All students with diabetes shall receive appropriate and needed diabetes care as specified in students' diabetes medical management plans. In accordance with the request of a parent or guardian of a student with diabetes and the student's diabetes medical management plan, a school nurse or, in the absence of a school nurse, diabetes care personnel shall perform diabetes care functions that shall include, at a minimum those indicated in 22-34-5 NMSA and 6.12.11.10 NMSA:

- Checking and recording the student's blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
- Responding to blood glucose levels that are outside of the student's target range;
- Administering glucagon and other emergency treatments as prescribed;
- Administering insulin or assisting a student in administering insulin through the insulin delivery system that the student uses;
- Providing oral diabetes medications; and
- Following instructions regarding meals, snacks and physical activity.

Medication administered by any school personnel, shall be in compliance with JLCD and

JLCD-R. Insulin will be kept in accord with policy JLCD in an original container in a locked medicine cabinet at a temperature between 36 and 86 degrees Fahrenheit for daily use unless other arrangements are approved by the administration.

A school nurse or at least one diabetes care person shall be at each school where a student with diabetes is attending and shall be available to provide care to each student with diabetes as provided pursuant to 22-34-5 NMSA during regular school hours and during all school sponsored activities, trips, extended off-site excursions and extracurricular activities in which a student with diabetes is a participant and on buses where the bus driver has not been trained in diabetes care and a student with diabetes is a passenger.

Students with diabetes shall attend the school they would otherwise attend if they did not have diabetes, and the diabetes care specified in 22-34-5 NMSA of the Student Diabetes Management Act, shall be provided at the student's school. A student who has diabetes shall not be restricted from attending any school on the basis that the student has diabetes, that the school does not have a full-time school nurse or that the school does not have trained diabetes care personnel.

A school shall not require or pressure parents or guardians to provide diabetes care for a student with diabetes at school or school-related activities nor require that diabetes care personnel be health care practitioners.

Physicals:

Each student participating in high school and junior high school interscholastic athletics is required to submit to a physical examination when required by the New Mexico Activities Association or to submit evidence of being physically fit, as verified by competent medical personnel.

Section: 8 - Staff Wellness/Community

Staff Wellness and Health Promotion

The Board Policy G-1400 implemented a policy to address the concern of an employee having a communicable disease to protect and ensure the right to privacy of all school employees infected or are carriers of communicable diseases. An infected employee or a carrier of a communicable disease are protected from discrimination under the Americans with Disabilities Act (ADA). An employee, Employee's Medical information, is kept in a confidential file, separate from personnel information about the employee.

According to the Board Policy page 75

[57e00c95-a938-4838-b5cb-72b1ff03f07e.pdf \(eschoolview.com\)](#)

"A plan to address the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Title III (6.12.6.8.D.9 NMAC)"

The district will implement a plan to address staff wellness that focuses on staff wellness issues; improve morale, absenteeism, and disseminate wellness resources. CCSD promotes other functions that support staff and disability wellness in coordination with human resources staff. CCSD and subcommittee shall encourage and provide opportunities and disseminate information for all school staff to participate in health promotion, disease prevention, improvement, meditation webinars, exercise, stress management, and nutrition which meets the minimum of an equitable work environment. CCSD believes in work-life balance for all employees and sponsors an Employee Assistance Program (EAP) administered by the Solutions Group (TSG) that is free to all CCSD Staff household members, and eligible dependents. The EAP is confidential and provides a voluntary counseling program and is designed to assist and support staff with personal and/or work-related problems that may adversely affect employees well-being and promote work-life balance. EAP offers short-term counseling, legal and financial assistance, child care and education, elder care and caregiving, and resources are available through webinars, online tools, newsletters, and libraries.

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

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include _Zumba, Yoga, Shiprock Marathon Relay School Relay Teams, Acudetox (Seeding and Needles). The District promotes staff member participation in health promotion programs to become a wellness ambassador and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

The Employee Assistance Program (EAP) is a free, confidential, and voluntary counseling program available to all CCSD staff, household members, and eligible dependents sponsored by the School District. The EAP is designed to assist and support staff with personal and/or work-related problems that may adversely affect employee's well-being and promote work-life balance. EAP offers short-term counseling, legal and financial assistance, child care and

education, elder care and caregiving, and resources are available through webinars, online tools and libraries.

Community Partnerships

The Central Consolidated School District will *continue* relationships with community partners (Northern Navajo Indian Health Services-IHS Health Promotion, Capacity Builders, local Navajo Nation Chapter House and Services, San Juan County Partnerships, and SMART snacks and nutrition.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

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

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (email or displaying notices on the CCSD website and Facebook account), as well as non-electronic mechanisms, (newsletters, presentations to parents or sending information home to parents from individual schools and district wide), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.