

J-4950 JL
STUDENT WELLNESS

The Roswell Independent School District Board of Education is committed to the wellness of every student and staff member. The Board believes that healthy eating and physical education help students achieve personal, academic, developmental, and social success.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement: The District will engage family members, students, and representatives of the school food authority, school administrators, and the public in the development and regular review of this policy.

Nutrition: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflect students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills.

- ***Nutrition Standards for United States Department of Agriculture (USDA) School Meals:*** All foods available in each school during the day will have as a primary goal the promotion of students' health and the reduction of childhood obesity.
- ***Nutrition Standards for Other Foods and Marketing:*** Schools will restrict food and beverage marketing to the promotion of only those foods and beverages that meet the nutrition standards set forth in the District Wellness Policy.

Quality Physical Activity and Education: The goals for physical activity are to provide opportunity 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 physical and healthy lifestyle.

Health Education Content Standards and Benchmarks: Provide Health Education instruction using State Public Education Department (PED) approved content standards with benchmarks and performance standards (6.29.1 NMAC Standards for Excellence).

Physical Education Requirements: Physical Education Curriculum is available to all kindergarten through grade twelve (K-12) students taught by a licensed instructor. Physical Education or an allowable alternative is a requirement for graduation.

Social Emotional Well Being: The goal of social and emotional well-being is to collaborate with students, parents, staff, and community to influence student success by building awareness and promoting strategies to

maintain and/or improve student mental health.

Other Wellness Policy Needs: Schools provide through the Nursing department compliance with NM Immunizations, Vision Screenings, Individualized health plans, oversight for student medications, and chronic disease management while at school.

Staff Wellness: Providing equitable work environment for all staff with access to information and promoting personal health and wellness.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

The Superintendent or designee(s) will convene the District Wellness Committee (DWC) or 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. Each school within the District will be encouraged to 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 Superintendent or designee is responsible to implement and oversee the DWC. The DWC, along with the Roswell Independent School District administration and staff, will implement and execute the District Wellness Policy. The District will convene a district wellness committee (DWC) that meets at least three (3) times per year for the purpose of making recommendations to the Board on the implementation, revision and evaluation of the Wellness Policy.

The DWC membership will include parent(s), school food authority personnel, School Board member(s), school administrator(s), physical education teachers, school health professionals, school staff, student(s), and community member(s). See members' list (Exhibit JL-EA).

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

- Recommendations for policy and/or program revisions.
- Evaluation of food services program.
- Review of all foods and beverages sold in school for compliance with established nutrition guidelines.

- Assessment of school environments regarding student wellness issues using Healthy Schools Program online tools (School Health Index).
- Documentation of annual policy progress for each school to promote school-based activities that promote wellness.

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

The District is committed to being responsive to community input. The District will notify parents of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the Wellness Policy. The District will inform parents about compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will ensure that communications are culturally and linguistically appropriate for the community.

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

Nutrition

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

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

- Include nutrition education as part of health education classes, but also integrate into other classroom instruction through subjects such as math, science language arts, social sciences, and elective subjects. Teach media literacy with an emphasis on food and beverage marketing.
- Provide staff members responsible for nutrition education opportunities to participate in relevant professional development (e.g., training on the Dietary Guidelines for Americans and resources of grade appropriate Curricula and lessons on nutrition education).

- Provide developmentally and culturally appropriate participatory activities such as working in school gardens, food tastings, farm visits, family cooking activities, and participating in the federal Fresh Fruit and Vegetable Program and purchasing New Mexico grown produce for school meals and snacks.

- Promote fruits, vegetables, whole-grain products, low-fat dairy products, healthy food preparation methods, and accurate portion sizes. Promote healthy foods and beverages using consistent nutrition messages using posters, signage, and/or displays throughout the school setting and social media.

- Provide students positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. Promote healthy eating and physical activity to students, parents, teachers, administrators and the community at Parent-Teacher Organization (PTO) meetings, Open Houses, Health Fairs, and teacher in-service days. All school personnel will help reinforce these positive messages.

- Encourage participation in USDA nutrition programs such as the Healthier U.S. Schools Challenge and conduct nutrition education activities and promotions that involve students, parents and the community.

- Encourage schools to use USDA's Team Nutrition resources at <http://teamnutrition.usda.gov/team.html>.

- Provide nutrition education to families that promote and encourage healthy eating at home through handouts, newsletters, postings on websites, workshops, and parent meetings.

- Encourage parents to pack or bring healthy lunches and snacks that support the USDA nutritional standards.

- Partner with the community to increase community awareness of student health needs and support policies and programs.

- Encourage staff to model healthy eating habits.

- The District's Nutrition Program will accommodate students with special dietary needs. In order to make substitutions for items in reimbursable meals, the school must have on file a written statement signed by a licensed physician indicating what the child's disability is, what foods must be omitted from the child's diet, and what foods must be substituted. A copy of the doctor's statement must be given to the Student Nutrition Department. The Student Nutrition Department will work with the parent and nurse (if needed) to create a special diet per student's needs.

- Food Safety inspections are conducted twice annually per USDA regulations and state rules and reports are posted publicly:

- USDA requires two (2) inspections annually, so the NM State Environmental Inspection Department (EID) does the Food Safety inspections once in the Fall and once in the Spring or as needed. The EID puts it on their website and sends to the paper if there is a problem, as Food Safety inspections are posted in the kitchens where the public can see. Inspections are also available in the Nutrition Office upon request.

- Per the U.S. Office of Special Education (OSEP), students with healthcare needs that may "affect or have the potential to affect safe and optimal school attendance and academic performance requires the professional school nurse to write an Individualized Health Plan (IHP) in collaboration with the student, family, educators and healthcare care providers" (NASN Position Statement: Individualized Healthcare Plan). The IHP should be reviewed annually at a minimum. The need for an IHP is based upon each child's required health care, not upon "educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973." OSEP considers that the IHP should be attached to the student's individualized educational program (IEP) or 504 plan based upon the student's needs. (See the PED School Health Manual, SECTION V: Individualized Healthcare Plans for instructions.)

All schools within the District are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP) programs, and other applicable federal child nutrition programs, that:

- Are accessible to all students.
- Are served to students even if they have an unpaid meal balance.
- Make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for Free or Reduced-price meals.

Make every effort to ensure, to the maximum extent:

- Are appealing and attractive to children.
- Are served in clean and pleasant settings under appropriate supervision. Enforce rules for safe behavior consistently.

- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutritional standards.)

- 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. The school nutrition department will provide training for all cafeteria staff on USDA meal plans/reimbursable meals as well as cooking techniques, recipe implementation, sanitation, and food safety.

- Review menus by a dietician when possible. When this is not feasible, sample USDA menus or USDA software for menu review may be used.

- Make available hand washing/hand sanitizing facilities for students before meals and snacks, and staff will remind students to make use of them.

- Provide at least ten (10) minutes to eat breakfast and twenty (20) minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).

- Staff serves as role models to students by demonstrating proper conduct.

- Welcome parents to dine with students in the cafeteria.

- Use creative, innovative methods to keep noise levels appropriate.

- Avoid scheduling tutoring, pep rallies, assemblies, during meal times.

- "Close high school campuses" meaning that students are not permitted to leave the school grounds during the school day.

- Provide information on the nutritional content and ingredients of meals upon request.

- Promote participation in school meal programs. Notify parents the availability of the breakfast, lunch and summer food programs and eligibility for free or reduced meals.

- Encourage nontraditional breakfast service to increase participation, such as breakfast served in the

classroom, breakfast after the bell.

- Prohibit withholding food as a punishment.
- Provide students and staff access to free, safe, fresh drinking water at all times throughout the school day.
- Facilitate access to water in the cafeteria. Students may bring approved water bottles filled with only water into the classroom, if permitted by the building principal.
- Encourage staff to model drinking water consumption.

In order to be compliant with the USDA final rule, all schools within the District will participate in the NSLP and SBP and will provide meals that meet the nutrition standards for school meals by including:

- Fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans and peas and legumes)
- Grains (whole grain-rich)
- Meats and Meat Alternates
- Fat-free and low-fat Milk

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>.

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, from midnight before, to thirty (30) minutes after the end of the official school day will meet or exceed the USDA Smart Snacks Nutrition standards. Competitive Foods and Beverages, outside of the Student Nutrition Department, may not be sold during the Student Nutrition Programs meal service times. This includes in-school fund-raising food items.

À la carte items sold in the Cafeteria must meet Smart Snack standards. Whole fruits, vegetables are preferable to processed food items.

Fund-raising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fund-raisers on the school campus during the school day, from midnight before, to thirty (30) minutes after the end of the official school day. They are *NOT* allowed to be sold during the Student Nutrition Programs meal service times.

The District will make available to parents and teachers a list of healthy fund-raising ideas. The District encourages the use of non-food fund-raisers, and encourages those promoting physical activity, such as walk-a-thons, jump rope for heart, fun runs, etc. Avoid fund-raising activities that promote branded products (for example: Domino's Dough Raising Program, branded candy sales, etc.).

Celebrations:

- Promote non-food celebrations and make available a list of ideas to parents and teachers, such as those from the Alliance for a Healthier Generation and from the USDA.

- Encourage parents to bring foods that meet the District's nutrition standards to school celebrations.

- All foods and snacks provided to students as a shared snack or for celebrations must be store bought and display an ingredient label.

- Inform parents in advance of when a celebration with food is taking place and what is to be served.

Marketing and Promotion

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

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet the USDA Smart Snack in School nutrition standards.

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

Quality Physical Activity and Education

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

Physical activity is a component of, but is not a substitute for, quality physical education (PE). Physical education is one (1) source, but should not be the only source of physical activity before, during and/or after school.

- Provide opportunities for students for physical activity beyond PE class on a daily basis.
- Provide lunch recess.
- Provide health and physical education that will reinforce the knowledge and skills needed to maintain a physically active lifestyle.
- Provide physical education at all elementary schools that will promote student physical fitness through individualized fitness and activity assessments (Presidential Youth Fitness Program or other tools) for reporting the progress of each student.
- Offer opportunities for interscholastic sports programs to all students at the middle and high school.

- Discourage the use of physical activity as punishment, the withholding of participation in physical education classes as punishment or the use of physical education class time to complete assignments from other classes.
- Promote and encourage walking and biking as transportation modes to and from school (i.e., Walk and Roll and Walk and Bike to school, Walking Wednesdays).
- Encourage short (three to five [3-5] minute) "energy release" physical activity breaks (i.e., Jammin' Minute, Brain Breaks, Take 10).
- Encourage community access to, and student and community use of the school's physical activity facilities outside the normal school day.

Health Education Content Standards and Benchmarks

Provide Health Education instruction using PED approved content standards with benchmarks and performance standards (6.29.1 NMAC Standards for Excellence).

Health Education offered in high school for one-half (.5) credit as a graduation requirement.

Schools apply PED's "opt out" policy, regarding the sexuality component of health education curriculum - see Exhibit JL-EB.

Human immunodeficiency virus (HIV) instruction provided per NMAC 6.12.2.10.

Lifesaving skills including psych motor cardiopulmonary resuscitation (CPR) Automated External Defibrillator (AED) and Heimlich Maneuver are included in Health Education Courses.

Physical Education Requirements

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 in grades kindergarten through grade twelve (K-12) will provide sequential and developmentally appropriate curriculum aligned to content standards and benchmarks with performance standards as stated in NMAC 6.29.1 Primary and Secondary education standards.

- Promote academic achievement by physical education teachers helping teachers incorporate physical education concepts in classroom activities.
- Provide physical education instruction by teachers with a license endorsement for physical education (22-13-1.7).
- Limit physical education class sizes, so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels will be scheduled back-to-back whenever possible to maximize teaching efficiency.
- Provide professional development opportunities on a yearly basis for physical education teachers.
- One (1) unit of physical education or allowable alternative, is required for graduation.

Instruction in a Least Restrictive Environment (LRE) adapts or modifies the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Specifics will be outlined in the student's IEP.

Social and Emotional Well-Being

Roswell Independent School District (RISD) provides support services to all students. School counseling is available to students via a self-referral or adult/staff referral system. In addition, school counselors and social workers are trained annually in suicide and threat assessments. RISD has procedures and protocols in place to assess the level of threat to others and/or self-harm; school counselors and/or social workers are involved in the assessment as well as school administration. As part of the process, parents are contacted and involved in the assessment process. SRO and law enforcement are involved as necessary. Based upon level of severity, outside counseling referrals are made to community agencies, including School Based Health Centers. School counselors and social workers serve on building- and District-level systems of support teams and participate in Safe Schools Plans and implementation.

- Licensed school counselors, grades kindergarten through grade twelve (K-12), provide classroom social emotional instruction, small group counseling, and individual counseling services to students in need of support. Licensed school social workers provide evaluations and direct services to those students who present with intensive behavioral, social, and emotional needs that directly impact them within the academic setting. These services are reflected within the student's IEP.
- A list of local mental health agencies will be made available upon request.

- School counselors make referrals to Student Assistance Teams and serve on Student Assistance Teams, as needed.

- RISD has school guidance lessons/curriculum in place for grades kindergarten through grade eight (K-8); the curriculum addresses bullying, harassment, positive social skills, healthy choices, and conflict resolution.

- All RISD school personnel are required by law to report child abuse and neglect. All employees undergo training and certification each year regarding such reporting practices.

- New Mexico law 32A-4-3 requires that school employees who know or suspect that a child is an abused or neglected child shall immediately report the matter to:
 - A local law enforcement agency;

 - The department office of (Children, Youth and Families) in the county where the child resides.

- All RISD Personnel are required by law to report substance abuse.

- *All Homeless Students have rights to:*
 - *Immediate school enrollment.* A school must immediately enroll students even though they lack health, immunizations for school records, proof of guardianship, or proof of residency.

 - *Remain Enrolled in his/her selected school.* For as long as he/she remains homeless or, if the student becomes permanently housed, until the end of the academic year.

 - *Transportation services.* A homeless student attending his/her school of origin has a right to transportation to go to and from the school of origin as long as he/she is homeless or, if the student becomes permanently housed, until the end of the academic year.

 - The School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. Roswell Independent School District has a Homeless Education Program Liaison who will assist Homeless students/families in making

enrollment and placement decisions, obtaining needed resources, and completing all appropriate forms.

- All Schools should provide Positive Behavioral Support Systems for all students.
- Student discipline in Roswell ISD should serve to educate youth regarding citizenship and a system of rules and consequences can be one (1) component and any discipline should be proportionate to the rule violation.

Other Wellness Policy Components

RISD complies with NMAC 6.12.2.8 which requires by law any student that enrolls must be properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted (7.5.3NMAC). *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 Act.

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

Individual Health Care plans are developed by trained school nurses in conjunction with student, family, and health care providers as part of the IEP or 504 process for students with healthcare needs that affect school performance, attendance, access, and/or safety. An IEP is based upon each individual child's health care. The IHP is reviewed, at minimum annually, and revised as needed. The IHP is a document that is attached to the student's IEP or 504 plan.

Self-Medicare: Students in kindergarten through grade twelve (K-12) may receive authorization to carry and self-administer health care prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes in the school environment as long as certain conditions are met. Such rules are established in 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting. More information on medications in the school may be found in Section VI of the New Mexico School Health Manual.

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

A school safety plan at each school building focused on supporting health and safe environments and including

but not necessarily limited to prevention, policies, procedures, and emergency response.

Staff Wellness

The RISD will encourage a staff wellness committee at each school site that focuses on staff wellness issues. The committee will support opportunities for staff to actively engage in, promote, and model healthy behaviors.

- Provide staff and faculty the opportunity to participate in health promoting activities focused on skill development and lifestyle behavior change including exercise, stress management and nutrition (teacher -in-services, Walking Wednesday's, Open Houses, health fairs, fun runs/walks, 5210 Challenge, Family Night activities).
- Provide staff and faculty with accurate, evidence-based information or activities related to exercise and fitness, nutrition, wellness newsletters, yoga, Pilates, weight lifting, cardio improvement classes, etc.
- Encourage ongoing assessment/evaluation to improve staff wellness program's effectiveness and efficiency.
- Encourage school nutrition standards apply to all foods available to staff members.
- All school employees infected with HIV have a right to privacy of this confidential information.
- American Disabilities Act: Staff Wellness for all school staff, ensuring an equitable environment in compliance with the American with disabilities Act, Title II.

Adopted: January 12, 2021

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

[6.12.6.8 NMAC, Wellness Requirements](#)

[6.29.6.8 NMAC, Health Education](#)

[6.29.9.8 NMAC, Physical Education](#)

[42 U. S. C. 1751 et seq.](#), The National School Lunch Act

[42 U.S.C. 1771 et seq.](#), The Child Nutrition Act as amended.

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

[ABAA](#) - Parental Involvement

[BBA](#) - Board Powers and Responsibilities

[EF](#) - Food Services

[EFE](#) - Competitive Food Sales/Vending Machines

[IHA](#) - Basic Instructional Programs