



Wellness Policy Continuum of Practices

How to Use the Continuums

This document is divided into sections, each corresponding to federal or state requirements with respect to health categories. Following the title of each section will be a stated objective for content and a continuum. The continuum outlines three levels of wellness policy implementation:

- The first column in the continuum, EVIDENCE OF POLICY IMPLEMENTATION consists of the requirements of federal or state law indicated by a **dark blue bold font**. If a practice is not in a bold font, it is not a requirement of the wellness policy.
- The second column, TRANSITIONING TO BEST PRACTICES, consists of those strategies that are better practices and implementations that move the policy toward best practices.
- The third column, MODELING OF HIGHLY EFFECTIVE PRACTICES, is comprised of implementation practices that are reflective of modeling best practices in wellness policy implementation.

The practices listed in the “TRANSITIONING” and “MODELING” categories for each section of the policy are not inclusive of all possible strategies or best practices a district may choose to meet their specific wellness policy needs.

Example:

New Mexico School Wellness Policy Section I: Wellness Policy			
Policy statements IN A DARK BLUE BOLD are those required by federal and/or state law.			
	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices

New Mexico School Wellness Policy Section I: Wellness Policy

Policy statements **IN A DARK BLUE BOLD** are those required by federal and/or state law.

	Evidence of Policy Implementation (Requirements)	Transitioning to Best Practices (Better Practices)	Modeling of Highly Effective Practices (Best Practices)
School Health Advisory Council (SHAC)	A School Health Advisory Council (SHAC) whose members include school food authority personnel, school board member, school administrator, school staff, parents and members of the community. 6.12.6 NMAC, Local School Wellness Policy Implementation Summary of the Final Rule	District actively recruits SHAC membership to include school staff content experts in PE and Health Education, students and local agencies such as parks and recreation, Department of Health (DOH) regional school health and mental health advocates, and out of school time providers.	District actively recruits SHAC membership to include school staff from every school site in addition to content experts in PE and Health Education, students and local agencies such as parks and recreation, Department of Health (DOH) regional school health and mental health advocates, out of school time providers, local physicians, dentists and behavioral health practitioners.
	The district SHAC meets at least two times a year. 6.12.6 NMAC	The SHAC meets more than twice a year.	Monthly meetings are held at schools sites to ensure implementation and evaluation of wellness initiatives.
		Each school site has a SHAC.	Each site holds monthly wellness initiatives updates.
	District Wellness Policy, including any updates to and about the wellness policy is available to the public on an annual basis. Districts make available the Triennial Assessment, including progress towards meeting the goals of the policy, Local School Wellness Policy Implementation Summary of the Final Rule	The district/charter school wellness policy is available in a number of formats that are linguistically and culturally appropriate such as the school website, student handbooks and newsletters.	The district/charter school actively communicates wellness policy initiatives using a variety of methods that may include school website, student handbooks, newsletters, school announcements, social media, local television and radio.
		The policy is communicated to students, staff, parents and community members to ensure understanding and how implementation affects them.	Wellness Policy communication is thoughtful and includes its rationale, specific guidelines and implementation plan.
		Wellness Policy communication is thoughtful and includes its rationale, specific guidelines and implementation plan.	Messaging is positive and intentional reflecting the districts commitment to student, staff and community health.
		Wellness and Health messages are marketed at least twice a year.	Messaging is frequent and repetitive.
	A plan is in place for the implementation and evaluation of the wellness policy. 6.12.6 NMAC, Local School Wellness Policy Implementation Summary of the Final Rule	Wellness policy decisions are informed by data. A variety of tools are used to evaluate the strength of policy language (WellSAT) and the effectiveness of wellness implementation.	Wellness policy decisions are informed by data using a variety of resources such as district/site school nurse visits, local childhood obesity data such as https://stateofchildhoodobesity.org/states/nm/ and NM DOH The Weight of our Children , county Youth Risk and Resiliency Survey (YRRS), local climate and culture surveys (Safe, Supportive Learning Survey).
		Wellness policy evaluation, revision and implementation are driven by data using a variety of resources such as district/site school nurse visits and the School Health Index .	

New Mexico School Wellness Policy Section II: Nutrition

Policy statements **IN A DARK BLUE BOLD** are those required by federal and/or state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Breakfast, Lunch and Snack	All school breakfasts comply with the USDA and state policies.	At least three different fruits offered each week on three different days. At least one fruit per week is served fresh.	At least five different fruits are offered each week. At least two fruits per week are served fresh.
		District offers at least 15 minutes "seat time" for students to eat breakfast (not including time spent walking to and from class or waiting in line).	
	Students pre-k to grade 6 have the opportunity to participate in Breakfast After the Bell (BATB) NMAC 6.12.9	Grab n Go breakfast options are available.	District has implemented alternative breakfast service options. "Breakfast in the Classroom" Action for Healthy Kids or "Second Chance Breakfast" is available. Breakfast in the Classroom: How it Works , Second Chance Breakfast
	All school lunches comply the USDA and state policies.	At least three different fruits offered each week. Two fruits per week are served fresh.	At least five different fruits are offered each week. Four fruits per week are served fresh.
		Fresh Fruits and Vegetable tastings occur	Participation in the Department of Defense Fresh Fruit and Vegetable Program
		Some or all schools have school based gardens.	Some of what is grown is used for fresh fruit and vegetable tasting in the cafeteria.
	All schools comply with the Standards for Excellence lunch recess guidelines.	Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students are offered recess before lunch and at least 20 minutes seat time to eat.
Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program and/or Summer Food Service Program comply with all federal regulations and state policies.	Participate in one of four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program)	Participate in two or more of the four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program)	
All Foods Sold in Schools (snack sales, school stores & fundraisers)	All foods and beverages sold in schools comply with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards from the midnight before to 30 minutes after the end of the school day.	All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards from the midnight before to 5 pm to include after school programs and some school sponsored events.	All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards 24 hours a day, inclusive of all before and after school programs and school sponsored events.
	No energy or other high sugar or highly caffeinated beverages sold on the school property from midnight the night before to 30 minutes after the end of the official school day.	No energy or other high sugar or highly caffeinated beverages are sold on the school property from midnight the night before to 5 pm.	No energy or other high sugar or highly caffeinated beverages are sold on the school property 24 hours a day
	Fundraisers within the school day meet USDA's Smart Snacks in School "All Foods Sold in Schools" Standards. (Two, documented, one day exceptions per semester per site exception)	Fundraisers within the school day until 5 pm meet USDA's Smart Snacks in School "All Foods Sold in Schools" Standards . (Two, documented, one day exceptions per semester per site exception)	No exempted fundraisers. All fundraisers involving foods or beverages meet the USDA's Smart Snacks in School "All Foods Sold in Schools" Standards .
		Fundraisers involving the sale of food or beverages that meet USDA's Smart Snacks in School "All Foods Sold in Schools" Standards and support nutrition, nutrition education and physical activity messaging.	No food or beverage fundraisers. Alternatives fundraising like those including physical activities are supported. All fundraisers support nutrition, nutrition education, hydration and physical activity messaging.

All Foods Provided in Schools	District develops nutritional standards for foods and beverages provided, not sold, on school campus during the school day.	District adopts Smart Snacks in School "All Foods Sold in Schools" Standards for all food and beverages provided, not sold, on school campus during the school day.	All foods and beverages provided meet Smart Snacks in School "All Foods Sold in Schools" Standards .	
		The number of celebrations in which food and beverages are included is limited.	No celebrations involve food.	
		School provides information to staff for the incorporation of non-food rewards and incentives.	Food is not used as a reward or incentive.	
		Celebrations including food are paired with physical activity opportunities.	Districts supports and promotes physical activity celebrations.	
Nutrition Promotion	District allows marketing* (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the Smart Snacks Rule . (Schools are not required to allow food or beverage marketing on campus)	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus during school activities at all times	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus at all times.	
		District promotes participation in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families via another method.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community.
			Districts purchases locally grown seasonal produce.	Districts purchases locally grown seasonal produce and participates in New Mexico Grown activities.
			District supports and promotes school gardens	District supports and promotes school gardens and the integration to nutrition promotion and academics programs such as STEM.
		Students provide input on foods offered in the cafeteria	Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus.	A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input.
		*School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities)		

New Mexico School Wellness Policy Section II: Nutrition

Policy statements **IN A DARK BLUE BOLD** are those required by federal and/or state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Nutrition Education	All schools will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.29.6 NMAC.	District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.	Teachers and other school personnel participate in nutrition education-related professional development at least once a year.
	Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels.	Active learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester.	Active learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter.
	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester.	District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher more than once a semester.
	Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences.	Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences.	Integrate age-appropriate nutrition education into three or more core subjects such as math, science, language arts, and social sciences as well as in non-core and elective subjects.
	Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas.	Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards.	School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition learning laboratory that allows students to apply critical thinking skills.
	Offer information to families at least once per semester that encourages them to teach their children about health and nutrition.	Offer information to families at least once per quarter that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals.	Offer information to families at least once per month that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families.
Water Availability	Students have access to free drinking water throughout the school day, including during meal service.	Students have clear or transparent individual water bottles in the classroom where appropriate.	Students have clear or transparent individual water bottles containing water only in the classroom where appropriate.
Food Allergies	Assurance of adherence to requirements regarding possible food allergies in schools.	The district provides training on common allergens to the staff including food service personnel.	Educate children, families and staff about food allergies.
			Ensure the response to food allergy emergencies is part of the school site emergency plan. A communication system for staff to respond to food allergy reactions and emergencies.
General Guidelines	One " Smarter Lunchroom " or Behavioral Economics technique is used on the serving line to encourage healthy choices by students.	Two " Smarter Lunchroom " or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.	Three " Smarter Lunchroom " or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.
	Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as	Students being disciplined are NOT seated at tables separated from other students in the dining area.	Students being disciplined are NOT seated in a separate location.

	a disciplinary action.		
	Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).	New Mexico Grown food products are served as part of the school meals program are identified on the serving line.	A New Mexico Grown product served in the school meals program at least one time per week.
	Schools provide staff information on non-food rewards.	Schools begin incorporating non-food rewards	Food is not used as a reward in district schools.
	Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. (Elementary/Middle School)	Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. (High School)	No meals purchased at fast food outlets are consumed at mealtime in cafeteria.
	All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements.	All school food service personnel receive required food safety training at a minimum of every 3 years.	All school food service personnel receive food safety training annually.

New Mexico School Wellness Policy Section III: Physical Activity

Policy statements **IN A DARK BLUE BOLD** are those required by federal and/or state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Throughout the Day	Guidelines created to provide physical activity opportunities before, during and after school (6.12.6.8.D.3 NMAC)	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate.	Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate.
	Physical activity is included as a health education topic (6.29.9 NMAC)	Resources of effective practices supporting the health benefits of physical activity are provided to educators at all grade levels and encouragement is given for implementation.	District provides health educators with professional development in effectively implementing CSPAP.
	Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day, totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.
		Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason.	Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason.
	Students are not excluded from physical activity, including recess for disciplinary or academic performance.	District provides school staff with Positive Behavior Intervention and Supports (PBIS) information and strategies regarding alternatives to withholding physical activity, including recess.	School staff receive professional development in the effective use of PBIS to redirect behavior.
	Physical activity is not used as punishment.		
	School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions.	Each school provides equipment, instruction, and supervision for active indoor recess.	Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.
	Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators.	Professional development on integrating physical activity into core/non-core subjects is provided to most staff. School staff are encouraged to model healthy physical activity behaviors.	Professional development on integrating physical activity into core/non-core subjects is provided to all staff. School staff model healthy physical activity behaviors.
	Structured physical activities are planned by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as non-core electives	Structured physical activities are planned by a licensed physical education teacher and integrated into at least two core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.	Structured physical activities are planned by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.

Before & After School	Extracurricular physical activity programs, such as a physical activity club or intramural programs are offered.	Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered with input from students, and meet the needs, interest and abilities of a diverse student body.	Extracurricular physical activity programs, such as a physical activity club or intramural programs are offered through partnerships with community organizations and resources.
	An assessment on walking and/or biking to school has been completed to determine safety and feasibility.	The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school based on a safety and feasibility assessment.	The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community.
Family & Community	Community members are provided access to the district's outdoor physical activity facilities.	Community members are provided access to the district's indoor and outdoor physical activity facilities at specified hours.	Community members are encouraged to access the district's indoor and outdoor physical activity facilities at specified hours.
	Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.

New Mexico School Wellness Policy Section IV Health Education

Policy statements **IN A DARK BLUE BOLD IN BOLD** are those required by state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
<p>Health Education</p>	<p>The wellness policy shall include a planned, sequential K- 12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health. NMAC6.12.6 The health education curriculum shall be aligned to the health education content standards with benchmarks and performance standards as set forth in the NMPED Standards and Benchmarks. NMPED Standards and Benchmarks</p>	<p>The district uses a curriculum assessment tool such as the Health Education Curriculum Analysis Tool to inform the current of future curriculum adoption. The school district adopts an evidence based K – 12 health education curriculum that is addressed in an inclusive, culturally and linguistically suitable manner using a variety of instructional strategies.</p>	<p>The district uses a curriculum assessment tool such as the Health Education Curriculum Analysis Tool to inform the current of future curriculum adoption. The school district adopts an evidence based K–12 health education curriculum that is addressed in an inclusive, culturally and linguistically suitable manner using a variety of instructional strategies.</p>
		<p>Health education concepts are integrated into core curriculum.</p>	<p>Health education concepts are integrated into core curriculum. Local health data is used to drive health instruction for positive Health Behavior Outcomes</p>
		<p>Teachers, staff and administrators are made aware of school health professional development opportunities</p>	<p>Teachers, staff and administrators are supported in time and funding by the district to take advantage of state and national school health professional development</p>
		<p>Membership in national health education organizations is promoted.</p>	<p>Membership in national health education organizations is promoted and financially supported</p>
	<p>.5 credit of Health Education is offered in either middle or high school as a graduation requirement Graduation Requirements</p>	<p>Health education is integrated in to all grade levels</p>	<p>Health education is required instruction at all grade levels.</p>
	<p>Assurance that HIV instruction is provided. NMAC 6.12.2.10</p>	<p>An evidence-based approach is implemented to enhance the delivery of sexual health education.</p>	<p>National Sex Education Standard are implemented to enhance the delivery of sexual health education.</p>
		<p>Professional development is provided to ensure that sexual health is implemented through a trauma informed, culturally and linguistically appropriate approach.</p>	<p>Professional development, aligned with Professional Learning Standards for Sex Education, is provided to ensure that sexual health education is implemented through a trauma informed, culturally and linguistically appropriate approach that is inclusive of intersectionality (LGBTQ+) and social justice</p>
	<p>Each school district or charter school shall implement a policy that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards. The policy shall include, but is not limited to:</p>	<p>District provides lesson plans to the parents with expectations that the material is covered.</p>	

	<p>(1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards;</p> <p>(2) how alternative lessons are established for the exempted parts of the curriculum.</p> <p>Each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.</p> <p>NMAC 6.29.6.11 Sexuality Performance Standards Exemption</p>		
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New Mexico School Wellness Policy Section V Physical Education

Policy statements **IN A DARK BLUE BOLD** are those required by state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Physical Education	<p>The Wellness Policy includes a planned, sequential and developmentally appropriate K-12 physical education curriculum (6.29.1 NMAC Primary and Secondary education standards for Excellence General Provision) aligned to the Content Standards with Benchmarks and Performance Standards</p>	District indicates frequency and duration of physical education for some grade levels.	District indicates frequency and duration of physical education for all grade levels.
		PE is inclusive and adaptive to meet the needs of a diverse student population.	
		Schools limit physical education class sizes so that they are consistent with those of other subject areas.	Schools limit physical education class sizes so that they are consistent with those of other subject areas no matter what the circumstances may be.
		PE is taught by certified instructors	All PE instructors hold 4 year degrees in Physical Education.
		Physical educators promote academic achievement by helping teachers incorporate physical education concepts in classroom activities.	Physical educators promote academic achievement by helping teachers incorporate physical education concepts in classroom activities by the inclusion of PE teachers on grade level, leadership and MLSS teams.
		Physical education teachers are encouraged to participate in professional development.	Physical educators are supported with time and funding to pursue opportunities for professional development at the state and national level.
		Professional development on integrating PE concepts across academic content areas	Membership in national physical education organizations is promoted.
<p>One unit of PE, or allowable alternative, is included as a district graduation requirement.</p> <p>Statute NMSA 22.13.1.1</p>			<p>No PE waivers are allowed to replace the graduation content requirement.</p> <p>Not Allowed to test out of the content.</p>

New Mexico School Wellness Policy Section VI Social and Emotional Well-Being

Policy statements **IN A DARK BLUE BOLD** are those required by state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Social and Emotional Well-Being	<p>Districts shall create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being. 6.12.6.8-6 NMAC</p>	<p>Using data such as a climate and culture survey and/or New Mexico Youth Risk and Resiliency (YRRS) data to inform instruction.</p>	<p>Participating in the New Mexico Youth Risk and Resiliency Survey as a method to be informed by district data to drive instruction.</p>
	<p>Districts and charter schools provide or make provisions for support service programs, which strengthen the instructional program. Required support service programs include school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2) provide licensed staff to develop and supervise the program; (3) be assessed as part of the educational plan for student success (EPSS) process (see 6.29.1.8 NMAC); and (4) support the local curriculum and EPSS.</p>	<p>Provide a positive, supportive environment in which students are able to request assistance when needed using a trauma informed approach and social and emotional (SEL) model. Encourage school sites to adopt and implement an SEL framework Create a referral network to get help quickly. Schools have available student counselors while maintaining a current local referral list with clear guidelines on steps in the referral process. Use state and county data sources to assess behavioral health needs. Create and implement strategies to meet those needs.</p>	<p>Fully implement a social and emotional (SEL) model from the district administration through all school levels.</p>
	<p>All licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. This requirement shall be completed within the licensed school employee's first year of employment by a school district. Section 22-10A-32 NMSA 1978. Duty to report child abuse and child neglect; responsibility to investigate child abuse or neglect; penalty. Section 32A-4-3 NMSA 1978</p>	<p>Provide the training to all staff yearly.</p>	
	<p>A school employee who knows, or in good faith suspects, any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse, shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse." Section 22-10A-32 NMSA 1978</p>	<p>Provide reminders yearly.</p>	

New Mexico School Wellness Policy Section VII Health Services

Policy statements **IN A DARK BLUE BOLD** are those required by state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Health Services	<p>Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans (IHP) (NASN Position Statement: Individualized Healthcare Plan) which are separated from Individualized Education Program (IEP) plan but attached to the IEP of 504 plan based on a students' needs. Section V: Individualized Healthcare Plans</p>	<p>The district, at the school site level, documents the need for health services in the IEP or 504 plan and is prepared to respond to emergencies related to the student's health condition(s) outlined in Emergency Care Plans (ECP) or emergency action plans. Procedures meet the need of students with ECR plans relative to non-medical emergencies such as those outlined in the school site's Safe Schools Plans.</p>	<p>The school employs a PED-licensed school nurse that develops IHPs for all necessary students who require consistent care related to their health condition(s) during the school day. The PED-licensed school nurse may delegate appropriate health related services to trained unlicensed personnel (e.g. health assistants, bus drivers, etc.). ECPs are available and system in place for relevant staff to be trained to respond in the event of student medical emergencies. The PED-licensed school nurse collaborates with additional teams, such as 504 and IEP teams, to meet the needs of individual students. Care Plans (ECP) or emergency action plans.</p> <p>Procedures meet the need of students with ECR plans relative to non-medical emergencies such as those outlined in the school site's Safe Schools Plans. Training is provided to ensure implementation.</p>
	<p>District policy is included to ensure all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set in 6.12.2.10 NMAC Human Immunodeficiency Virus (HIV)</p>	<p>Students with a diagnosis of HIV/AIDS receive education regarding their access to care and a personal education plan regarding their diagnosis.</p>	<p>The school employs a PED licensed nurse to assist in the provision of coordinated care and in a personalized education plan for the student with a diagnosis of HIV/AIDS.</p>
	<p>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 McKinney-Vento Homeless Assistance Act</p>	<p>The Homeless Liaison pursues obtaining immunization documentation on the student's behalf.</p>	<p>The Homeless Liaison pursues obtaining documentation related to immunization and provides access to immunization providers.</p>
	<p>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</p>	<p>Students self-administer prescribed asthma and diabetes medications as outlined in the rules and a PED-licensed school nurse is employed and available for student assessment and assistance with managing chronic conditions.</p>	<p>Students self-administer prescribed asthma and diabetes medications as outlined in the rules and a PED-licensed school nurse is employed and available for student assessment and assistance with managing chronic conditions. IHPs, ECPs are documented, and the school nurse</p>

	settings 6.12.2.9 NMAC , 6.12.8 NMAC		has trained relevant staff to provide appropriate routine and/or emergency care as needed.
	At a minimum, vision screenings are administered to students enrolled in pre-K, Kindergarten, 1st and 3rd grades 7.30.10 NMAC	District administers vision screenings to all elementary school students yearly. The district administers hearing screenings in pre-K, Kindergarten, 1 st and 3 rd grades.	District administers vision and hearing screenings to all students in the district.

New Mexico School Wellness Policy Section VIII: Staff Wellness

Policy statements **IN A DARK BLUE BOLD** are those required by state law.

	Evidence of Policy Implementation	Transitioning to Best Practices	Modeling of Highly Effective Practices
Staff Wellness	District and its governing boards and schools, implement policy to ensure the right to privacy of all school employees infected with HIV, keeping these safe and confidential. HHS Civil Rights	Ensuring staff, particularly managers, have equality and diversity training which includes information about HIV and how to sensitively manage staff living with HIV (particularly issues around confidentiality)	Helping to end stigma and discrimination by improving staff knowledge about HIV (for example, by marking World AIDS Day on 1 December.) Advice for Employers National AIDS Trust UK
	Create a plan to address the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Title III (6.12.6.8.D.9 NMAC)	Implement a continuous improvement process by prioritizing staff health, assessing the current program and evaluating the results frequently. The district provides health information to the staff yearly. Involvement in the formation of groups based on health initiatives such as physical activity groups and healthy eating is encouraged. Staff gatherings provide healthy eating options. Staff is encouraged to model healthy behaviors such as hydration and participating in physical activities with students. The school athletic equipment and facilities are available to staff after hours.	As part of the continuous improvement process, communicate staff health promotions and incorporate tools for individual staff health and assessment tools for evaluating success. The district surveys the physical and emotional health needs of the staff, utilizing the data to create and implement a staff wellness plan. Groups based on health initiatives initiated at the district level and promoted or incentivized. All staff gatherings provide options for healthy food choices. Staff models healthy behaviors in food and beverage choices. Staff is discouraged from consuming sugary beverages.
	Members of the school staff participate on the district's SHAC. (6.12.6.8.D.9 NMAC)	All school staff are encouraged to participate in the district SHAC. One staff member at each school site serves as a representative on the SHAC.	All school staff are actively encouraged to participate in the district SHAC. Incentives are offered. At least one member at each school site serves as a representative on the SHAC and provides oversight on wellness policy initiatives.

New Mexico School Wellness Policy Resources

Wellness Policy Formation	<p>https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/wellness-policy/ Contained on this site are resources relating to policy development, implementation and review of the wellness policy.</p>
	<p>https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees The Alliance for a Healthier Generation provides information and tools on the formation and maintenance of a district School Health Advisory Council (SHAC) or wellness team.</p>
	<p>Healthier Generation Model Local School Wellness Policy Guidance How to include Out of School Programming and model language exemplars</p>
	<p>https://www.cdc.gov/healthyschools/ CDC Healthy Schools houses a resources to promote healthy behaviors, assess and improve school health, manage health conditions and access to training and professional development. Also included is wellness policy information that can be integrated into the Whole School, Whole Community, Whole Child (WSCC) model for school health, and can help put into action several provisions of the Every Student Succeeds Act, including Title I and Title IV. Local Wellness Policies can address policies and practices for before-, during-, and after-school. Visit Our Virtual Healthy School</p>
	<p>https://www.actionforhealthykids.org/activity/student-wellness-team/ Help students create meaningful change in your school by encouraging them to mobilize, organize, and speak out for a healthy and active school culture. Here are some steps to starting a student wellness team.</p>
	<p>https://www.actionforhealthykids.org/revise-district-policy/ Revise district wellness policy.</p>
	<p>http://youthrisk.org/ The New Mexico Youth Risk and Resiliency Survey (YRRS) is a tool to assess the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students. The YRRS is part of the national CDC Youth Risk Behavior Surveillance System (YRBSS). The survey results have widespread benefits for New Mexico at the state, county, and school district levels.</p>
Wellness Policy Assessment Tools	<p>http://www.wellsat.org/ The WellSAT 3.0 is a quantitative assessment tool to help you score and improve your local School Wellness Policy. Since 2010, this measure has been used by thousands of people across the country, representing school districts from every state. All WellSAT 3.0 items reflect the federal law or best practices. The purpose of scoring your district policy is to identify where it is strong and where it could be improved.</p>
	<p>https://www.cdc.gov/healthyschools/shi/index.htm The School Health Index (SHI) Self-Assessment and Planning Guide is an online self-evaluation and planning tool for schools. The SHI is built on CDC's research-based guidelines for school health programs that identify the policies and practices most likely to be effective in reducing youth health risk behaviors. The SHI is easy to use and is completely confidential.</p>
Nutrition	<p>https://webnew.ped.state.nm.us/bureaus/student-success-wellness/ Student Success and Wellness Bureau (SSWB) at the NMPED. The Student Success and Wellness Bureau (SSWB) administers the United States Department of Agriculture (USDA) Food and Nutrition Program for 210 School Food Authorities (Districts, Charters, BIE's, Private and RCCI's) across the state of New Mexico. Find information here on the National School Lunch Program (NSLP), Administrative Reviews, Breakfast after the Bell (BAB), Seamless Summer, Meal Pattern requirements, the Fresh Fruit and Vegetable Program and more.</p>
	<p>https://www.fns.usda.gov/nslp The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.</p>
	<p>https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks Smart Snacks: A number of tools and resources are available to help schools identify food items that meet Smart Snacks criteria. See this site for information about the Smart Snacks requirement, helpful tools, and ways to encourage children to make healthier snack choices that give them the nutrition they need to grow and learn.</p>
	<p>https://www.fns.usda.gov/tn/best-practices-healthy-school-fundraisers Resources and ideas to make your next fundraiser healthy and successful.</p>
	<p>https://www.fns.usda.gov/school-meals/school-day-just-got-healthier-school-administrators-and-foodservice You have the ability to help make the school meal changes a positive and exciting experience for everyone. Let everyone know that healthier food choices and physical activity are important to you and the whole school. Talk it up at staff meetings, Back to School Night, or the next parent's association meeting. Encourage teachers, staff, students and parents to participate in the school wellness council and share best practices. Let the local wellness policy guide you. It is an important tool for parents, local education agencies and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. You make a difference every day when you offer nutritious food choices to students.</p>
	<p>https://www.changelabsolutions.org/product/restricting-food-and-beverage-marketing-schools ChangeLab Solutions developed <i>Restricting Food and Beverage Marketing in Schools</i> to explain what school districts are required to do under federal law. The fact sheet also discusses policy options for school districts that want to go beyond the minimum requirements and address unhealthy marketing comprehensively.</p>
	<p>https://www.cdc.gov/healthyschools/npao/wateraccess.htm Information regarding the benefits, regulations and tools to increase access to drinking water in schools.</p>
<p>https://hsc.unm.edu/school-of-medicine/pediatrics/divisions-centers-programs/prevention-research-center/eat-smart-to-play-hard/index.html Eat Smart to Play Hard</p>	

	(ESPH) is a six-week campaign developed using the social marketing framework to increase fruit and vegetable consumption in 8- to 10-year olds. Our goal is to reduce obesity and prevent chronic disease in the children, families, schools, and communities across New Mexico by making it enjoyable and fun to eat healthy and exercise.
Physical Activity	https://www.shapeamerica.org/cspap/what.aspx Comprehensive School Physical Activity Program: A CSPAP is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.
	https://www.cdc.gov/physicalactivity/basics/children/index.htm This site provides guidelines for a child’s physical activity levels based on age ranges, provides tips to help keeping children active.
	https://www.activeacademics.org/ Active Academics® is a resource for classroom teachers to provide practical physical activity ideas that can be integrated into regular classroom content areas. Get students "up and moving" while still engaged in the academic learning process. Our standards-based activity ideas utilize the Common Core Standards as well as national standards. We offer a variety of activities for PreK - 5th grade classrooms.
	https://www.gonoodle.com/ GoNoodle® engages 14 million kids every month with movement and mindfulness videos created by child development experts. Available for free at school, home, and everywhere kids are!
	https://brain-breaks.com/ Brain Breaks® is a dynamic online platform designed for teachers to support Whole School, Whole Community, Whole Child (WCWCC) and the United Nation’s Sustainable Development Goals (SDGs). Great for before school, during school, and after school hours, these 3-5 minute web-based games, videos, and resource links provide focused educational “shorts” to teach, raise awareness, and inspire kids to take action in creating a better world for themselves and others.
	https://www.healthiergeneration.org/ Working with schools, youth-serving organizations, and businesses, we’re building healthier communities and empowering kids to develop lifelong healthy habits.
	https://www.fueluptoplay60.com/ Fuel Up to Play 60, the leading in-school health and wellness program empowers students and educators to work together to build healthier schools and create healthy, high achieving students. The program offers a variety of opportunities for adults, students and schools: from in-school wellness initiatives to funding opportunities, there is something for everyone!
Health Education	New Mexico Health Education Content Standards Kindergarten - 4th Grade , Grades 5 - 8 , and Grades 9 - 12 . Health Standards Supplemental Guide This Resource Guide is intended to provide health education teachers and other health advocates with national, state, and local resources that may enhance their delivery of health education lessons aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.
	https://www.cdc.gov/healthyschools/sher/standards/index.htm The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.
	https://www.cdc.gov/healthyschools/sher/characteristics/index.htm Center for Disease Control and Prevention Characteristics of an Effective Health Education Curriculum and Health Education Curriculum and Analysis Tool (HECAT)
	https://snapedtoolkit.org/interventions/programs/coordinated-approach-to-child-health-catch/ The Coordinated Approach to Child Health (CATCH) is a PSE change and direct education intervention aiming to prevent childhood obesity in school-age children. The two main behavioral targets are helping children identify and choose healthy foods and increasing moderate-to-vigorous physical activity (MVPA). CATCH’s training and curriculum materials provide the information and resources teachers need to implement strategies to improve child health.
	https://advocatesforyouth.org/media/future-of-sex-education-national-sex-education-standards-second-edition/ The National Sex Education Standards (NSES) outline the foundational knowledge and skills students need to navigate sexual development and grow into sexually healthy adults. The updated NSES reflect advancements in research regarding sexual orientation, gender identity, social, racial, and reproductive justice, and the long-term consequences of stigma and discrimination. Other additions include: advances in medical technology, the emergence of digital technologies, and the growing impact of social and sexually explicit media on relationships.
	http://www.ashaweb.org/ The mission of the American School Health Association (ASHA) is to transform all schools into places where every student learns and thrives. ASHA envisions healthy students who learn and achieve in safe and healthy environments nurtured by caring adults functioning within coordinated school and community support systems.
	http://www.projectheartstartnm.org/training-programs/ Project Heart Start provides free training for school nurses, health teachers, or other designated staff to learn how to teach the program using Project Heart Start resources. The program is a self-sustaining, no cost way to help all schools in New Mexico teach students the four lifesaving skills required before graduation.
https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr Hands on Only CPR - Access additional resources for Hands-Only CPR, including the study behind the training, videos, printable resources, social media assets, and more.	

Physical Education	https://www.shapeamerica.org/ SHAPE America envisions a nation where all children are prepared to lead healthy, physically active lives. The site offers resources, for general education and adaptive and modified lessons, online professional development, grants, events, and conferences for physical and health educators.
	https://www.nfhsnetwork.com/associations/nmaa The New Mexico Athletics Association was formed in 1921 as a private/non-profit organization whose principle purpose is the regulation, direction, administration and supervision of interscholastic activities in the State of New Mexico.
	https://schoolspringboard.org/ Springboard to Active Schools: When it comes to promoting physical education and physical activity in schools, we recognize that some of you may feel like your state is bouncing in place, while others have been doing flips and tricks for years. No matter where you are, the Springboard to Active Schools Team aims to launch you higher and further in your pursuit of active schools. Training events and resources.
	https://www.pecentral.org/adapted/adaptedwhat.html Adapted physical education (APE) is physical education that may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following: assessment and instruction, accurate assessment data, Individualized Education Program (IEP) goals and objectives/benchmarks, and instruction in the Least Restricted Environment (LRE).
	https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/athletic-equity-act/ In compliance with <i>School Athletics Equity Act</i> , each public school with athletics for grades 7-12 is required to collect and submit prior year data on team enrollment, information on coaches, and income and expenditures among others to PED. The PED prepares and submits a report to the Governor's office and the New Mexico Legislative Education Study Committee (LESC) identifying those schools that submitted the required data. This Act is inclusive of the requirement for schools to submit an Assurance of Compliance with Title IX through the WebEPPS system.
	https://www.cdc.gov/healthyschools/pecat/index.htm The Physical Education Curriculum Analysis Tool (PECAT) pdf icon[PDF – 6 MB] is a self-assessment and planning guide developed by CDC. The PECAT is designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula based upon national physical education standards.
	https://www.pyfp.org/ The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices by providing tools to: teach fitness concepts, assess fitness and understand results, plan for improvement or maintenance of fitness levels, and empower students to be fit and active for life.
Social and Emotional Well-Being	https://casel.org/ CASEL is transforming American education through social and emotional learning .The Collaborative for Academic, Social, and Emotional Learning (CASEL) defined SEL more than two decades ago. Today, we collaborate with leading experts and support districts, schools, and states nationwide to drive research, guide practice, and inform policy. This site houses supporting research, practices and professional development.
	https://nmhealth.org/about/phd/pchb/osah/ The Office of School and Adolescent Health (OSAH) works to improve student and adolescent health through integrated school-based or school-linked health services.
	https://www.nmasbhc.org/ The New Mexico Alliance for School-Based Health Care represents school-based health centers in New Mexico and collaborates with other partners to promote, facilitate, and advocate for comprehensive, culturally competent health care, including health education, in schools.
	https://www.schoolclimate.org/services/measuring-school-climate-csci The Comprehensive School Climate Inventory (CSCI) is a nationally-recognized school climate survey that provides an in-depth profile of your school community's particular strengths, as well as areas for improvement. With the CSCI, you can quickly and accurately assess student, parent/ guardian, and school personnel perceptions in order to get the data that you need to make <i>informed decisions</i> for lasting improvement.
	https://safesupportivelearning.ed.gov/school-climate-improvement A positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention and even rates of graduation, according to research. School climate has many aspects. Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools.
	http://youthrisk.org/ The New Mexico Youth Risk and Resiliency Survey (YRRS) is a tool to assess the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students. The YRRS is part of the national CDC Youth Risk Behavior Surveillance System (YRBSS). The survey results have widespread benefits for New Mexico at the state, county, and school district levels. Topic areas for the YRRS include risk behaviors related to alcohol and drug use, unintentional injury, violence, suicidal ideation and attempts, tobacco use, sexual activity, physical activity, and nutrition; resiliency (protective) factors such as relationships in the family, school, community, and with peers; and health status issues such as body weight and asthma.
	https://www.nimh.nih.gov/index.shtml National Institute of Mental Health: Transforming the understanding and treatment of mental illnesses.
	https://www.samhsa.gov/ The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.
	https://www.mhanational.org/ Mental Health America: When we think about cancer, heart disease, or diabetes, we don't wait years to treat them. We start before Stage4--we begin with prevention. So why don't we do the same for individuals who are dealing with mental health concerns? We believe that mental health conditions should be treated long before they reach the most critical points in the disease process, and we're committed to addressing mental health B4Stage4.
https://swrtc.nmsu.edu/educators/ Recognizing and Child Abuse and Neglect e-learning opportunity through the New Mexico State University.	

Other Wellness Policy Components	<p>https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Individualized-Health-Care-Plan.pdf A 2015 guidance memo that defines the Individualized Healthcare Plan, identifies components, addresses the IHP with reference to the Individualized Education Program (IEP), and guides the role of the school nurse with respect to formation of the plan and continuity and consistency of care.</p>
	<p>https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/section-504-resources/ Section 504 is federal civil rights law under the Rehabilitation Act of 1973. The U.S. Department of Education’s Office for Civil Rights (OCR) administers Section 504—not the State. Section 504 is the other service option available to students with disabilities, but who are not eligible and/or already receiving special education services under the eligibility requirements of the IDEA (Tier 3).</p>
	<p>https://www.cdc.gov/hiv/default.html At this CDC site, learn basic information about HIV, access clinical tools and guidelines, continuing education and patient materials. Also, explore the CDC’s public health partner resources on HIV testing and prevention.</p>
	<p>https://aidsinfo.nih.gov/understanding-hiv-aids/fact-sheets US Department of Health and Human Services offers information on HIV/AIDS treatment, prevention and research.</p>
	<p>https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html McKinney-Vento Laws and Guidance/Elementary and Secondary Education from the U.S Department of Education.</p>
	<p>https://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/ New Mexico Public Education Department resources regarding definitions, Homeless Liaisons, federal resources and New Mexico laws and resources.</p>
	<p>https://nmhealth.org/about/phd/pchb/osah/shm/ School Health Manual website at the New Mexico Department of Health is a guidance document to be used by New Mexico Schools in supporting a coordinated school health practice and program. It provides evidence based guidelines, recommendations and information developed by the New Mexico Department of Health, Office of School and Adolescent Health (OSAH) in conjunction with other partners committed to New Mexico School Health.</p>
	<p>https://www.nmlions.org/projects Lions International projects include New Mexico Lions Operations KidSight to establish and maintain a sustainable program that will provide annual eye screenings and follow-up eye exams and treatment (if needed) for all young children ages 3 to 7 years in New Mexico. If the family of a referred youth does not have the financial wherewithal to pay for the eye exam and treatment or if there is not an eye professional in the child’s community that takes Medicaid, New Mexico Lions Operation KidSight, Inc., will assist in providing an eye exam and glasses voucher to do so.</p>
	Staff Wellness
<p>https://www.dol.gov/general/topic/disability/ada U.S. Department of Labor site offers definitions, information and resources regarding American with Disabilities Act.</p>	
<p>School Employee Wellness A Guide for Protecting the Assets of Our Nation's Schools A publication developed by the Division of School and Adolescent Health at the CDC</p>	
<p>https://thrivingschools.kaiserpermanente.org/school-employees/ Kaiser Permanente: Thriving Schools believes that school employee well-being is an essential component of helping schools to be the healthiest they can be. School employee well-being means support for the physical, social, emotional, and professional well-being of all school employees, teachers, administrators, and classified staff. Topics include Healthy Eating, Physical Activity, Social and Emotional Well-being, Staff breakroom makeovers.</p>	
<p>https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/school-based-employee-wellness.aspx?hkey=3d42d2aa-79be-490f-9001-7c158384fbca What is a school-based employee wellness program? A comprehensive set of programs, policies, benefits, and environmental supports that address various risk factors, including, but not limited to: Lack of physical activity, unhealthy dietary habits, stress management, and tobacco use (CDC, 2015).</p>	
<p>https://www.healthiergeneration.org/take-action/schools/wellness-topics/employee-wellness Alliance for a Healthier Generation believes that healthy employees are more productive, have more energy, are better able to manage stress, and are more likely to model healthy behaviors. By prioritizing employee wellness, schools can empower staff to feel their best while further supporting students' well-being. This site helps assess your program, make wellness a priority and plan for success.</p>	
<p>Healthy School, Healthy Staff, Healthy Students A Guide to Improving School Employee Wellness by the National Disease Association Chronic Disease Directors</p>	
<p>https://www.nationalwellness.org The National Wellness Institute (NWI) is the leader in providing professional development and engagement opportunities that support individuals from a variety of disciplines in promoting whole–person wellness.</p>	