

STUDENT AND STAFF WELLNESS POLICY (Board Policy)

The Christine Duncan Heritage Academy (CDHA) recognizes that supporting student and staff wellness contributes to excellence in academic achievement through a quality, safe learning and working environment. The Governing Council is committed to providing healthy, safe school environments that promote the Whole School, Whole Community, Whole Child Model: A New Approach, which includes the following eight components: Nutrition, Physical Education & Activity, Family, School & Community Partnership, Health Education & Life Skills, Healthy & Safe Environment, Social & Emotional Well-Being, Health Services, and Staff Wellness. The School's Health and Wellness Policy was completed following Federal 7 C.F.R pts 210 & 220 and PED NMAC 6.12.6.8. The Health and Wellness Policy will be published in the Parent and Student Handbook and on the school's website at the beginning of every school year.

The goal of family, school, and community involvement within a coordinated school health approach is to create a holistic school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools, and communities support the development and the maintenance of this comprehensive learning environment. A healthy, safe learning and working environment provides students with the skills, social support, and environmental reinforcement they need to adopt long-term, health-promoting behaviors that can improve student achievement.

STUDENT AND STAFF WELLNESS (Procedural Directive)

I. FAMILY, SCHOOL & COMMUNITY INVOLVEMENT

- . Definition: An integrated family, school and community approach to planning, implementing, and supporting health programs and projects for enhancing the health and well-being of students and staff.
- B. Goal: The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that promotes student health and supports academic achievement through effective partnerships among families, schools and communities.

C. Activities:

1. The charter school shall establish a School Health Advisory Council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), community member(s), and a representative from each of the components of the coordinated school health program. The school's Athletics Director will be designated to ensure the wellness policy compliance and implementation.

Role of the Athletics Director in Wellness Policy Implementation:

The Athletics Director shall serve as the Wellness Policy Coordinator for Christine Duncan Heritage Academy. In this capacity, the Director is responsible for ensuring the effective implementation, monitoring, and evaluation of the school's Wellness Policy. Duties include coordinating wellness initiatives across departments, ensuring compliance with federal, state, and local wellness regulations, facilitating communication among staff, families, and the School Health Advisory Council (SHAC), and organizing programs and events that promote physical activity, nutrition, and holistic well-being. The Athletics Director will collaborate with school leadership and staff to promote a culture of health and wellness that supports the academic and personal success of all students and staff members.

Bi-Monthly Responsibilities of the Athletics Director as Wellness Policy Coordinator

1. Monitor Nutritional Compliance

Ensure all food provided at school events adheres to established nutrition standards.

Report (every two months): Submit a compliance checklist with supporting evidence to school administration.

2. Coordinate Wellness Activities

Organize at least one wellness initiative for students or staff within each two-month period.

Report: Provide a brief summary including objectives, participation, and outcomes.

3. Facilitate SHAC or Mini SHAC Meetings

Lead meetings to review progress and gather feedback on wellness implementation.

Report: Share minutes and follow-up actions with the leadership team.

4. Track Staff Wellness Participation

Promote wellness engagement among staff and track involvement.

Report: Include participation data and qualitative feedback in the bi-monthly wellness update.

5. **Maintain Wellness Signage and Materials**

Review and refresh all visual wellness communications throughout the school.

Report: Submit a completed visual audit form with notes and photos as applicable

The CDHA School Health Advisory Council shall have the responsibility to make recommendations to the Administration and advise the Governing Council in the development, revision, implementation, monitoring and evaluation of the school's wellness policy.

The CDHA School Health Advisory Council shall meet for this purpose a minimum of two times annually, and report progress to the Governing Council a minimum of one time per year.

The CDHA School Health Advisory Council shall be responsible for creating a policy for K-12 (or applicable grades) wellness policy that addresses the following areas:

A. **Nutrition** guidelines for school meals, competitive foods and beverages sold during the school day, exempt fundraisers, water, celebrations and rewards, nutrition promotion, nutrition education, food and beverage marketing in school, and school nutrition staff qualifications and professional standards requirement;

B. **Physical activity** guidelines for before, during and/or after school;

C. Guidelines for a planned, sequential **physical education curriculum** that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes that encourage a lifetime of physical activity, consistent with the Physical Education Content Standards with Benchmarks and Performance Standards set forth in 6.29.9 NMAC: Standards for Excellence;

D. Guidelines for a planned, sequential, **health education curriculum** that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the Health Education Content Standards with Benchmarks and Performance Standards as set forth in Standards for Excellence (6.29.6.8 NMAC);

E. Establish course instructions for all students in grades K–12 to receive instruction in **health education** and to require all students to complete a course in health education prior to graduation in either middle or high school that is aligned to high school Health Education Content Standards with Benchmarks and Performance Standards (22-13-1.1 NMSA (1978);

F. Develop a plan that addresses the **behavioral health** needs of all students in the educational process by focusing on the social and emotional well-being of students; 8 New Mexico Public Education Department: webnew.ped.state.nm.us

G. Provide and submit a **Safe School Plan** at each school, focused on healthy, safe environments, including but not limited to policies, procedures and an all-hazards emergency operations plan (EOP) that is inclusive of: prevention, protection, mitigation, response and recovery, and is aligned with the National Response Framework, Fourth Edition, Guide for

Developing High Quality School Emergency Operations Plans (2013), See Safe Schools Plans, Safe and Healthy School Bureau

H. A plan that addresses the **health service** needs of students in the educational process;

I. A plan that addresses the **wellness needs of all staff** that minimally ensures an equitable work environment that meets the Americans with Disabilities Act, Part III; and

J. The **implementation and evaluation** of all guidelines.

- **Triennial Assessment:** At least once every three years, assessment of the schools' compliance of the local school wellness policy and assessment results will be available to the public. The assessment will measure the implementation of the local school wellness policy and make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment.
- **Recordkeeping:** Records will be kept to document compliance for three years. These records include but are not limited to:
 1. The written local school wellness policy.
 2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public as required.
 3. SHAC meeting agendas, sign in sheets etc.

The wellness policy, along with the required triennial assessments will be included in Parent/Student Handbook and School's Website.

II. NUTRITION

- . Definition: Integration of programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors.
- B. Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate opportunities to be able to encourage and support healthy eating by students. Christine Duncan Heritage Academy will meet or exceed local, state and federal nutrition requirements and/or USDA nutrition standards following 7 CFR Part 210 and Part 220.

C. Activities:

1. The school principal will ensure that all foods and beverages sold through, a la carte, student stores, food vendors, and snack bars during and after normal school hours shall minimally meet nutrition standards set forth in Subsection B and C in the New Mexico Public Education Department's Competitive Foods Nutrition Regulations (6.12.5.8 NMAC).

In alignment with our commitment to student wellness and academic success, the following nutrition guidelines apply to **all food and beverage offerings** during school-related events, including classroom celebrations, fundraisers, after-school programs, and school-sponsored functions.

2. Standards for all foods and beverages provided, but not sold, to students during the school day.

- Classroom Parties: All classroom teachers at Christine Duncan Heritage Academy will encourage healthy classroom parties. Classroom Parties will take place at least an hour before school dismissal to minimize classroom learning disruptions and after students have eaten their school supper.
- Classroom Celebrations (e.g., birthdays, holidays)
- Limit to **one celebration per class per month** involving food.
- Only **healthy snacks** are allowed, such as:
 - Fresh fruits and vegetables
 - Whole grain snacks
 - Low-fat dairy products (e.g., yogurt, cheese)
 - Water or 100% fruit juice (no added sugar)
 - Snacks brought by parents: A list of healthy foods/beverages will be provided and must be pre-packaged items. Homemade items are discouraged for allergy and food safety reasons; pre-packaged items with ingredient labels are preferred.

3. Foods given as incentives: All classroom teachers at Christine Duncan Heritage Academy will ensure students are limited to food items as rewards, and instead will make a strong effort to use non-food incentives as classroom rewards.

Non-food incentives are strongly encouraged for classroom rewards.

4. Food and Beverage Marketing: Food and Beverage marketing is not allowed except for USDA NSLP approved materials.

5. Fundraisers: Food and Beverage fundraisers are limited and must be pre-approved. Fundraisers that do not meet the competitive food standards will be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area. These fundraisers will be documented and kept for required record keeping.

- Food-based fundraisers held after school hours should prioritize healthy options.
- **During school hours**, all food fundraisers must meet Smart Snacks standards unless granted a documented exemption by school administration.
- **Recommended non-food fundraisers** include:
 - School spirit gear
 - Book fairs
 - Fun runs/walks
 - Raffles or service-based fundraisers (e.g., car washes)

Events and fundraisers held **outside of school hours** (e.g., evening performances or weekend events) are encouraged, but not required, to meet these standards.

6. Nutrition promotion and education: ICAN classes are offered for Nutrition Education which include taste testing, Participation in the Fresh Fruit and Vegetable Program (FFVP). FFVP introduces children to new and different varieties of fresh fruits and vegetables, with the goal of increasing overall acceptance and consumption. The school will integrate locally sourced foods into the school's meal program through participation in the "New Mexico Grown" initiative. This includes the implementation of school gardens, cooking classes, and invitations to local farmers to engage with students. These efforts will promote sustainable agriculture, nutrition education, and student awareness of healthy, environmentally conscious food practices. The school will make an effort to promote the New Mexico Grown initiative regardless of grant being awarded to the school.

- Goals for Nutrition Education and Promotion will promote healthy eating habits and overall health and wellbeing. Nutrition education and activities will give students the information they need to choose healthy foods and beverages.
- The charter school will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC.

6. Water Availability: Water stations are available to students throughout the school day. Water bottles are allowed for students to bring daily.

7. Food Allergy Assurance: CDHA provides guidance on educating and training school personnel, preventing allergen exposure, preparing for emergencies, and how to communicate and collaborate for success in the school safety plan. Staff is trained on using Epi-Pen in case of food allergies and are given information on students who may have allergies in their classrooms. The cafeteria has a list of identified students with allergies so they can support them with their nutrition needs.

“A la carte” refers to food sales by the Food & Nutrition Services Dept., DECA, or other established group with a food permit that sells entrée-type items during the lunch period. “Fundraisers” refers to all other food sales designed to raise money for the school, school club or activity. See Addendum: Nutrition Rule Grid.

III. PHYSICAL ACTIVITY

- . Definition: Body movement of any type which includes recreational, fitness and sport activities. *Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.*
- B. Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.
- C. Activities:
 - 1. In addition to the Physical Education and Health Education Content Standards, schools will provide opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs (i.e., 10-minute “brain breaks” integrated into curriculum, Safe Routes to School encouragement and education

activities, intramurals, clubs, and at the secondary level, interscholastic athletics). Those opportunities will offer diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature.

2. The charter school will provide education on the health benefits of physical activity that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. Physical activity is included as a health education topic (6.29.9 NMAC).

- A. **Modified Activities. Example:** A student with limited mobility may participate in a modified version of basketball using a lower hoop or lighter ball.
- B. **Use of Adaptive Equipment. Example:** A student with limited hand strength might use a Velcro mitt and ball for catching activities.
- C. **One-on-One or Small Group Instruction. Example:** A student with autism might receive individualized instruction to work on motor skills or following multi-step directions.
- D. **Alternative Exercises. Example:** A student in a wheelchair may do strength and flexibility exercises tailored to upper body mobility during general PE time.
- E. **Visual or Auditory Support. Example:** A student with visual impairment may use tactile or auditory cues (like beeping balls or verbal directions) during physical activities.
- F. **Inclusive Games. Example:** Games are structured so all students, regardless of ability, can participate meaningfully—such as team relays with varied tasks.

IV. PHYSICAL EDUCATION

- A. Definition: Instructional content, process, and performance standards for physical education based on NM standards.
- B. Goal: To provide students with physical education using appropriate practices to assure that all students are able to learn and develop the skills, knowledge and attitudes necessary to be physically active. Adapted PE is available to all students where appropriate.
- C. Activities:
 1. The charter school will provide a planned, sequential, physical education curricular framework that provides the optimal opportunity for students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity, and is aligned to the Physical Education Content Standards with Benchmarks and Performance Standards as per 6.30.2.20 NMAC.

V. HEALTH EDUCATION

- . Definition: Instructional content, process, and performance standards for health education based on NM standards.

- B. Goal: The goal of a comprehensive health education curriculum within a coordinated school health approach is to provide opportunities for students to acquire life skills in order to attain personal, family, community, consumer and environmental health.

- C. Activities:
 1. The charter school will provide a planned, sequential, health education curricular framework that addresses the physical, mental, emotional and social dimensions of health, and is aligned to the Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC.
 2. The charter school will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
 3. The charter school will follow state and district procedures outlined in *Human Sexuality and AIDS Instructional Materials* and *Exemptions from Health or Physical Education Curriculum* for instruction on HIV and related issues, and student exemption from parts of the health education curriculum that addresses sexuality.

VI. HEALTHY & SAFE ENVIRONMENT

- . Definition: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

- B. Goal: The goal of a healthy and safe environment is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement.

C. Activities:

1. The charter school will utilize guidelines for a Safe & Quality Learning and Working Environment. The Guidebook will include prevention, policies and procedures and tactical emergency response plans that focus on supporting healthy and safe environments.
2. The charter school will perform 12 emergency drills annually. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC.
3. The charter school facility will provide safety procedures and appropriate training for students, teachers, parents, and staff that support personal safety and a violence/harassment-free environment (such as OSHA, child abuse, suicide prevention, bullying, and lockdown). *Refer to related district policy and procedures.*
4. The charter school building and grounds, structure, buses and equipment will meet current PED, DOT safety standards & fire codes.
5. The charter school facility will abide by district policies which create and promote an environment free of tobacco, alcohol and other drugs. *Refer to APS Policy A.04 Tobacco-free Schools.*
6. Implementation of a school-wide prevention program will be based on needs of each school and best practices in coordination with the APS Health/Mental Health Department as needed.
7. To foster a climate of respect, accountability, and community healing, CDHA will implement restorative justice practices, including dialogue circles, peer mediation, and restorative agreements. These approaches will be used to address behavioral incidents in a non-punitive manner, encourage student responsibility, and cultivate a positive school culture that emphasizes relationship-building and inclusive participation.

VII. SOCIAL & EMOTIONAL WELL-BEING

- . Definition: Services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

B. Goal: The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

C. Activities:

1. The charter school's wellness plan will include activities addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being and support services are available to all students. This section of the wellness plan will include prevention, early intervention, and tertiary intervention.
2. The charter school will have an active Health/Mental Health team consisting of a nurse, counselor, social worker, and psychologist as needed, that meets at least every two weeks to address student specific and school-wide issues as needed.
3. The charter school will have a documented procedure in place for students to request assistance when needed, and all school staff will have annual information on this procedure in conjunction with review of other related procedures.
 - School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA,
 - The charter school will adhere to substance abuse reporting per Section 22-5-4, 4 NMSA 1978.
4. The charter school will follow the bully prevention and intervention policy.
5. The charter school will have an individual student safety plan for students that are exhibiting behaviors that could impact the safety of the students and/or school.
6. The charter school will implement and measure a comprehensive counseling program as necessary.
7. CDHA will formally include student representatives in the school health advisory council (SHAC) to ensure student voice is reflected in wellness policies and decisions. a "mini shac" will be established for upper elementary students to build early leadership skills and engagement. Diversity, equity, and inclusion will be embedded in all wellness initiatives, with student-led projects designed to promote empathy, emotional intelligence, and a strong sense of belonging for all members of the school community.

VIII. HEALTH SERVICES

- . Definition: Services provided for students to appraise, protect, and promote individual, family and community health. These include preventive services, education, emergency care, referrals, management of acute and chronic health problems, and services that promote and provide optimum sanitary conditions for a safe school facility and school environment.
- B. Goal: The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.
- C. Activities:
 1. The charter school wellness plan will include activities addressing the health services needs of students in the educational process.
 2. The charter school provided best practices in partnership with students, parents, staff and community.
 3. The Christine Duncan Heritage Academy staff will follow standards of care of each role group and applicable school policy and procedures.
 4. Health service programs shall meet all reporting, record-keeping and confidentiality requirements of state and federal regulations.
 5. Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans (IHP), which are separated from the Individualized Education Program (IEP) plan but attached to the IEP of 504 plan based on a student's needs.
 6. The charter school is compliant with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS.
 7. The charter School is compliant with 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).
 8. Any student providing authorization can carry and self-administer health care practitioner prescribed asthma treatment and anaphylaxis emergency treatment medications, as well as the right to self-management of diabetes in school settings (6.12.2.9; 6.12.8 NMAC).
 9. Vision screenings are administered to students enrolled in pre-K, Kindergarten, 1st and 3rd grades (7.30.11 NMAC: Vision Screening Test Standards for Students).

IX. STAFF WELLNESS

- . Definition: Activities that help maintain and improve the health of staff, contributing to improved morale and a greater personal commitment to the school's overall coordinated school health approach.
- B. Goal: The goal of staff wellness is to promote the physical, emotional and mental health of employees as well as to prevent disease and disability by providing opportunities for staff to learn and practice skills to make personal decisions about health-enhancing daily habits.
- C. Activities:
 1. The charter school wellness plan will include activities addressing staff wellness needs that minimally insures an equitable work environment and meets requirements of the Americans with Disabilities Act, Part III.
 2. The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will provide staff with information related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, menopause information, weight lifting, cardio improvement classes, etc).
 3. The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will encourage and provide opportunities for staff to participate in health promotion activities and events focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks, school wellness days, etc).
 4. The Charter School will ensure the right to privacy of all school employees infected with HIV, keeping these safe and confidential.
 5. Members of the school staff are allowed to participate on the district's SHAC, as per 6.12.6.8 NMAC Section E.
 6. The school will administer an annual staff wellness survey to identify needs, priorities, and areas of concern. Insights gathered from these surveys will be used to develop targeted wellness programs for employees, including mindfulness sessions, fitness events, mental health workshops, and access to healthy food options during staff meetings and training sessions. All staff will be invited to participate in designing and implementing these initiatives to ensure relevance and sustainability.

The school will administer an annual staff wellness survey to identify needs, priorities, and areas of concern. Insights gathered from these surveys will be used to develop targeted wellness programs for employees, including mindfulness sessions, fitness events, mental health workshops, and access to healthy food options during staff meetings and training sessions. All staff will be invited to participate in designing and implementing these initiatives to ensure relevance and sustainability.

X. OTHER SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS

Wellness procedures goals shall be considered and supported in planning all school-based activities (such as advertising of foods and beverages, school events, celebrations, field trips, and assemblies) in order to provide consistent and positive wellness messages conducive to a healthy lifestyle.

XI. PLAN FOR MEASURING IMPLEMENTATION AND EVALUATION

1. The charter school's Health Advisory Council shall assist school leaders with general oversight of all aspects of the school's school health program.
2. Schools will submit required monitoring and evaluation documentation to the governing council, as requested.
0. Nutrition Education will be taught and documented in the regular classrooms and provided to the School Health Advisory Council.
0. The school nurse will provide wellness checks which will be charted and reported to the School Health Advisory Council.

Christine Duncan Heritage Academy Health and Wellness School Plan

HEALTH EDUCATION

Goal: The goal of a comprehensive health education curriculum within a coordinated school health approach is to provide opportunities for students to acquire life skills to attain personal, family, community, consumer and environmental health.

Definition: Instructional content, process, and performance standards for health education based on NM standards.

General	Activities 1) The charter school will provide a planned, sequential, health education curricular framework that addresses the physical, mental, emotional and social dimensions of health, and is aligned to the Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. 2) The charter school will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. 3) The charter school will follow state and district procedures outlined in <i>Human Sexuality and AIDS Instructional Materials</i> and <i>Exemptions from Health or Physical Education Curriculum</i> for instruction on HIV and related issues, and student exemption from parts of the health education curriculum that addresses sexuality.
Classroom	Teachers follow science standards to cover life science and biology, which include the human body and wellness.
School Wide	We provide a puberty and hygiene class for students in 5th through 8th. Assemblies for cyberbullying and social media awareness Advisory groups focusing on social emotional learning to make good healthy mental choices Family Night to provide families with instructions on healthy eating and meal preparation. Physical Education will be included in Health Education as much as possible.

NUTRITION AND NUTRITION EDUCATION

Updated 6/25/2025

Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate opportunities to be able to encourage and support healthy eating by students.

Definition: Integration of programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors.

General	Activities: 1) The school principal will ensure that all foods and beverages made available through a la carte, student stores, food vendors, snack bars, and school-sponsored fundraisers before, during and after normal school hours shall minimally meet nutrition standards set forth in Subsection B and C in the New Mexico Public Education Department's Competitive Foods Nutrition Regulations (6.12.5.8 NMAC). "A la carte" refers to food sales by the Food & Nutrition Services Dept., DECA, or other established group with a food permit that sells entrée-type items during the lunch period. "Fundraisers" refers to all other food sales designed to raise money for the school, school club or activity. See Addendum: Nutrition Rule Grid. 2) The Health and Wellness Advisory Committee will ensure that foods and beverages sold or served in the school meal programs are following the Dietary Guidelines for Americans and the USDA regulations for the National School Lunch and Breakfast Programs set forth under the 7 CFR Part 210 and Part 220. 3) The charter school will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. 4) All school breakfasts comply with the USDA and state policies. The school has implemented alternative breakfast service options. "Breakfast in the Classroom" (Action for Healthy Kids) or "Second Chance Breakfast" is available. At least five different fruits are offered each week. At least two fruits per week are served fresh. 5) Students pre-k to grade 6 have the opportunity to participate in Breakfast After the Bell (BATB). NMAC 6.12.9 6) All school lunches comply with the USDA and state policies. At least five different fruits are offered each week. Four fruits per week are served fresh. 7) All schools comply with the Standards for Excellence lunch recess guidelines. Students are offered recess before lunch and at least 20 minutes seat time to eat. 8) 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. All students 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). 9) No energy or other high sugar or highly caffeinated beverages are sold on the school property 24 hours a day.
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	10) 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) 11) 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. 12) No food or beverage fundraisers. Alternative fundraisers like those including physical activities are supported. All fundraisers support nutrition, nutrition education, hydration and physical activity messaging. 13) District supports and promotes physical activity celebrations. 14) A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input. 15) 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. 16) 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. 17) Students have clear or transparent individual water bottles containing water only in the classroom where appropriate. 18) Educate children, families, and staff about food allergies. 19) Ensure the response to food allergy emergencies is part of the school site emergency plan. 20) A communication system for staff to respond to food allergy reactions and emergencies. 21) No meals purchased at fast food outlets are consumed at mealtime in the cafeteria. 22) All school food service personnel receive food safety training annually. 23) The school will integrate locally sourced foods through participation in the "New Mexico grown" initiative. This will include developing school gardens, hosting cooking classes for students, and organizing visits from local farmers to enrich students' understanding of food systems. These initiatives will encourage sustainable agriculture, environmental awareness, and expanded nutritional education across the curriculum.
Classroom	Students learn about their daily snacks in class, such as nutrients, health benefits and how they grow. NMSU Nutrition Class, students learn about healthy food choices, reading labels and how to prepare healthy snacks.
School wide	Fruit and Vegetables Snacks every two days, for the whole school year for grades for K-6th grade Student Council helps write Monthly lunch menu, the menu is reviewed to meet guidelines set by NM Health Education Salad bar is provided with all meals Breakfast, Lunch and Dinner is provided. Family Night to provide families with instructions on healthy eating and meal preparation.

PHYSICAL ACTIVITY

Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.

Definition: Body movement of any type which includes recreational, fitness and sport activities. *Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.*

General	Activities: 1) In addition to the Physical Education and Health Education Content Standards, schools will provide opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs (i.e., 10-minute “brain breaks” integrated into curriculum, Safe Routes to School encouragement and education activities, intramurals, clubs, and at the secondary level, interscholastic athletics). Those opportunities will offer diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature. 2) The charter school will provide education on the health benefits of physical activity that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. 3) 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. 4) School staff receive professional development in the effective use of PBIS to redirect behavior. 5) 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. 6) 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. 7) 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. 8) Community members are provided access to the district’s outdoor physical activity facilities. 9) Teachers will provide opportunities for Adaptive Physical Education for students who need it.
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Classroom	Teachers will use “Kids Focus” activities in the classroom to get students out of their seats and moving. Teachers also do breathing exercises to help students calm down and focus. Students have at least one recess with their teacher during the morning or afternoon (separate from lunch recess) Teachers use classroom “energizers” to help students be motivated in class. Some teachers do yoga with their students.
School Wide	All grades will have at least 20 minutes of supervised lunch recess, during which moderate to vigorous physical activity will be encouraged. If recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students will participate in basketball, volleyball, dance or other small group games in the gym. The school provides Volleyball, Basketball, Soccer, Zumba, and Folklorico extracurricular activities. Bike racks are provided for students who ride their bikes to school.

PHYSICAL EDUCATION

Updated 6/25/2025

Goal:

To provide students with physical education using appropriate practices to assure that all students can learn and develop the skills, knowledge and attitudes necessary to be physically active.

Definition:

Instructional content, process, and performance standards for physical education based on NM standards.

General	Activities: The charter school will provide a planned, sequential, physical education curricular framework that provides the optimal opportunity for students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity, and is aligned to the Physical Education Content Standards with Benchmarks and Performance Standards as per 6.30.2.20 NMAC PE instructors hold 4-year degrees in Physical Education. Physical educators promote academic achievement by helping teachers incorporate PE concepts in classroom activities by the inclusion of PE teachers on grade level, leadership and MLSS teams. Professional development on integrating PE concepts across academic content areas.
Classroom	Each class has PE for 60 mins. twice a week. Coach conducts a physical assessment once a month of all students, to meet the national standards. PE instructors hold 4-year degrees in Physical Education. Physical educators promote academic achievement by helping teachers incorporate PE concepts in classroom activities by the inclusion of PE teachers on grade level, leadership and MLSS teams. Professional development on integrating PE concepts across academic content areas.
School Wide	All grades will have at least 20 minutes of supervised lunch recess, during which moderate to vigorous physical activity will be encouraged. If recess must be held indoors, teachers and staff will follow indoor recess guidelines. Students will participate in basketball, volleyball, dance or other small group games in the gym. The school provides Volleyball, Basketball, Soccer, Zumba, and Folklorico extracurricular activities

Updated 6/25/2025

Healthy and Safe Environment

Updated 6/25/2025

Goal: The goal of school safety is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement.

Definition: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

General	A. Activities: 1) The charter school will utilize guidelines for a Safe & Quality Learning and Working Environment. The Guidebook will include prevention, policies and procedures and tactical emergency response plans that focus on supporting healthy and safe environments. 2) The charter school will perform 12 emergency drills annually. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC. 3) 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 4) The charter school building and grounds, structure, buses and equipment will meet current PED, DOT safety standards & fire codes. 5) The charter school facility will abide by district policies which create and promote an environment free of tobacco, alcohol and other drugs. <i>Refer to APS Policy A.04 Tobacco-free Schools.</i> 6) Implementation of a school-wide prevention program will be based on needs of each school and best practices in coordination with the APS Health/Mental Health Department as needed. 7) Teachers, staff, and administrators are made aware of school health professional development opportunities. 8) 0.5 credit of Health Education is offered in either middle or high school as a graduation requirement. Graduation Requirements
Classroom	All teachers need to have a Classroom Management Plan setting classroom procedures and routines. All teachers are trained and follow the No Nonsense Nurture strategies, maintaining consistent school discipline to minimize school disruptions
School Wide	Monthly Fire drills twice a month, Lockdown practice

	Teachers will be trained in lockdown procedures and how to use a fire extinguisher We provide an environment free of tobacco, alcohol and drugs. Staff is trained and certified in CPI Non-Violent Intervention Strategies. We have video cameras to maintain surveillance
	Incident reports will be written, and parents will be notified of any incidents concerning their child. All classrooms are equipped with a first aid kit and an emergency classroom kit (red bucket)

SOCIAL and EMOTIONAL Well-Being

Updated 6/25/2025

Goal: The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

Definition: Services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

General	Activities: 1) 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 2) The charter school will have an active Health & Wellness team consisting of a nurse or health assistant, a counselor or social worker, and psychologist or someone in a similar position as needed, that meets at least weekly with a school administrator and parents to address student specific and school-wide issues as needed. 3) The charter school will have a documented procedure in place for students to request assistance when needed, and all school staff will have annual information on this procedure in conjunction with review of other related procedures (i.e., child abuse & neglect). 4) The charter school will follow the bully prevention and intervention policy. 5) The charter school will have an individual student safety plan for students that are exhibiting behaviors that could impact the safety of the students and/or school. 6) The charter school will implement and measure a comprehensive counseling program as necessary. The school has created partnerships with outside agencies to support students and families with counseling. In addition, the school has wrap-around services at the school for student's mental health needs. 7) Fully implement a social and emotional (SEL) model from the district administration through all school levels. 8) 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 9) 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
Classroom	All teachers are trained and follow the No Nonsense Nurture strategies

	Teachers use the Nurtured Heart Approach to help students build their self confidence Teachers are first hand responders to identifying students in possible substance or child abuse. Teachers will follow school protocol to notify SHAC. Teachers will be provided with training yearly through online VECTOR training.
School Wide	Assemblies for cyberbullying and social media awareness Advisory groups focusing on social emotional learning to make good healthy mental choices Mentoring group facilitated by the school's social worker to help students develop social skills and good study habits. Assemblies with Guero Loco who encourages students to stay in school, study hard and learn a different language. All teachers are trained and follow the No Nonsense Nurture strategies Teachers use the Nurtured Heart Approach to help students build their self confidence Comadre a Comadre classes that provide parents with emotional support. "I Care" Box students can anonymously report or tell about a personal problem Children have access to the school's social worker at all times. Social worker will meet with the student as needed.

Updated 6/25/2025

HEALTH SERVICES

Goal:	The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.
Definition:	Services provided for students to appraise, protect, and promote individual, family and community health. These include preventive services, education, emergency care, referrals, management of acute and chronic health problems, and services that promote and provide optimum sanitary conditions for a safe school facility and school environment.

General	Activities: 1) The charter school wellness plan will include activities addressing the health services needs of students in the educational process. 2) The charter school provided follow best practices in partnership with students, parents, staff and community. The Christine Duncan Heritage Academy staff will follow standards of care of each role group and applicable school policy and procedures. 3) Health service programs shall meet all reporting, record-keeping and confidentiality requirements of state and federal regulations. 4) 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). 5) 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. McKinneyVento Homeless Assistance Act 6) 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. 7) 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. 8) 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.
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Classroom	All teachers are trained in Blood borne pathogens and follow specific protocols when dealing with students' health All classroom are equipped with a first aid kit and an emergency classroom kit (red bucket)
School Wide	The school has a contracted School Nurse and a Health Assistant Flu shots are provided Vision and hearing tests Social Worker Medication is administered by trained and certified professionals and kept locked in a safe place. Student health records are maintained and updated accordingly School nurse will contact parents immediately in case of an emergency IEPs and 504 are implemented for students with disabilities or medical problems.

STAFF WELLNESS

Goal: The goal of staff wellness is to promote the physical, emotional and mental health of employees as well as to prevent disease and disability by providing opportunities for staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

Definition: Activities that help maintain and improve the health of staff, contributing to improved morale and a greater personal commitment to the school's overall coordinated school health approach.

General	Activities: 1) Create a plan to address the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Title III. (6.12.6.8.D.9 NMAC) 2) The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will provide staff with information related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, menopause information, weight lifting, cardio improvement classes, etc). 3) The charter school Wellness Coordinator, with Human Resources Department and other department support as necessary, will encourage and provide opportunities for staff to participate in health promotion activities and events focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks, school wellness days, etc.). 4) District and its governing boards and schools implement policy to ensure the right to privacy of all school employees infected with HIV, keeping records safe and confidential. HHS Civil Rights 5) As part of the continuous improvement process, communicate staff health promotions and incorporate tools for individual staff health and assessment tools for evaluating success. 6) The district surveys the physical and emotional health needs of the staff, utilizing the data to create and implement a staff wellness plan. 7) Groups based on health initiatives initiated at the district level are promoted or incentivized. 8) All staff gatherings provide options for healthy food. Staff models healthy behaviors in food and beverage choices. 9) Staff is discouraged from consuming sugary beverages.
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	10) Members of the school staff participate on the district's SHAC. (6.12.6.8.D.9 NMAC) All school staff are actively encouraged to participate in the district SHAC. Incentives are offered.
Classroom	- Deep Breathing - Peer Buddy - Accountability Partner - Talking to SHAC "I CARE" Box for teachers
School Wide	- Sunshine Committee gatherings (healthy potlucks, healthy staff parties) - Monthly team activity - Monthly workshops to promote personal wellness - Monthly Teacher Appreciation Celebrations

This plan was developed following the [SHSB_2024 Wellness-Policy-Formation-and-Implementation-Guide](#)

Approved 7-16-2025