Technology Leadership High School District Wellness Plan &

Implementation Guide

2024-2025

Technology Leadership High School District Preamble

Technology Leadership High School District (TECH) is committed to the optimal development of every student. TECH believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, TECH needs to create positive, safe, and health-promoting learning environments at every grade level, in every setting, throughout the school year.

Research shows that two components, good nutrition, and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and whole foods, is associated with lower grades among students. In addition, students who are physically active through physical activity breaks, high-quality physical education, and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Wellness Plan and TECH's approach is to ensure environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this plan establishes goals and procedures to ensure that:

- ● TECH students have access to healthy foods throughout the school day – both through reimbursable school meals and after-school snacks – in accordance with Federal and state nutrition standards.
- ● TECH students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- ● TECH students have opportunities to be physically active before, during, and after school.
- ● TECH engages in nutrition, physical activity, and other activities that promote student wellness.
- ● TECH staff are encouraged and supported in practicing healthy nutrition and physical activity behaviors in and out of school.
- ● The community is engaged in supporting the work of TECH in creating continuity between school and other settings for students and staff to practice lifelong healthy habits and,
- ● TECH establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the Plan and its established goals and objectives.

This Wellness Plan applies to all Technology Leadership High School District students and staff. Specific, measurable goals and outcomes are identified within each section below.

School Health Advisory Council (SHAC)

Formation and Purpose of the School Health Advisory Council (SHAC)

1. TECH will establish and maintain a SHAC that consists of parent(s), school food authority personnel, board member(s) as appropriate, school staff, and community member(s).
2. TECH SHAC will meet two (2) times per year for the purpose of evaluating the current Wellness Plan in the areas of implementation, needed revisions, and adherence and will then present recommendations for the policy to the board.
3. TECH SHAC will assist in the school's implementation and adherence to the policy.

TECH SHAC Creates a Wellness Plan that includes:

1. Family, school, and community involvement guidelines.
2. Nutrition Guidelines for school meals, competitive foods and beverages sold during the school day, exempt fundraisers, access to water, celebrations, and rewards, nutrition promotion, nutrition education, food and beverage marketing in school, and school nutrition staff qualifications and professional standards requirement.
3. Physical activity guidelines for before, during, and after school.
4. Guidelines for a planned, sequential physical education curriculum providing 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 outlined in 6.29.9 NMAC: Standards for Excellence.
5. 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 outlined in Standards for Excellence (6.29.6.8 NMAC);
6. Establish course instructions for all students in grades 9 – 12 to receive instruction in health education and to require all students to complete a course in health education before 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);
7. 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. Provide and submit a Safe School Plan focused on healthy, safe environments, including (but not limited to) policies, procedures, and an all-hazards emergency operations plan (EOP) that includes prevention, protection, mitigation, response, and recovery, and is aligned with the National Response Framework, the
   U.S. Department of Education's Guide for Developing High-Quality School Emergency Operations Plans (2013), (See Safe Schools tab on the NMPED website.)
9. A plan that addresses the health service needs of students in the educational process.
10. 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
11. The implementation and evaluation of all guidelines. Districts are asked to use the Evaluation Template (Attachment C) when creating the plan for measuring implementation and evaluation.

TECH SHAC maintains the following:

1. The TECH Wellness Plan contains the required guidelines, includes language that meets their current needs, and supports growth over time; TECH presents to the Board.

2. Annual revisions
3. An evaluation plan.
4. Public updates, including public access to the Wellness plan, summary of changes made on (at least) an annual basis, annual assessments, and triennial assessments.

TECH submits Wellness Policy documents to the Public Education Department on a date to be determined and communicated to every school on a three-year rotating cycle.

Submit a plan to Dean Hopper,
Director Coordinated School Health & Wellness Bureau New Mexico Public Education Department
dean.hopper@state.nm.us

Leadership

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

The designated official for oversight is:
Cynthia Ramirez, Director of Student Support, ramirez@techabq.org, 505.338.2266

NAME	ROLE	PHONE NUMBER	E-MAIL
Cynthia Ramirez	Wellness Policy Lead	505-480-9395	ramirez@techabq.org
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Monica Sosa	Director of Food Services	505-338-2266	sosa@techgabq.org
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Amaya Martinez	Student	505-492-4668	amaya.martinez@techabq.org

Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan
Technology Leadership High School District will develop and maintain a plan for implementation to manage and coordinate the execution of this Wellness Plan. The Plan delineates roles, responsibilities, actions, and timelines specific to TECH, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education,

physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school create an action plan that fosters implementation and generates an annual progress report.

This Wellness Plan and the progress reports can be found at http://www.techabq.org.

Recordkeeping: TECH will retain records to document compliance with the requirements of the Wellness Plan in the Student Support Department office. Documentation maintained in this location will include but will not be limited to:

- The written Wellness Plan.
- Documentation demonstrating compliance with community involvement requirements, including:

(1) efforts to actively solicit SHAC membership from the required stakeholder groups; and
(2) participants' involvement in the development, implementation, and periodic wellness plan review and update.

- Documentation of annual Plan progress reports.
- Documentation of the triennial assessment and
- Documentation demonstrating compliance with public notification requirements, including methods by which the Wellness Plan, annual progress reports, and triennial assessments are made available to the public; efforts to proactively notify families about the availability of the Wellness Plan.

Annual Progress Reports: TECH will compile and publish an annual report to share basic information about the Wellness Plan and report on its implementation progress in meeting the wellness goals. This annual report will be published in the 4th quarter of each school year. This report will include, but is not limited to:

- The TECH website address for the Wellness Plan and how the public can receive/access a copy of the Wellness Plan.

- A description of TECH's progress in meeting the Wellness Plan goals.
- A summary of each school's events or activities related to the Wellness Plan implementation.
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can participate in the SHAC.

The annual report will be available. TECH will actively notify households/families of the availability of the annual report. The SHAC will establish and monitor TECH's goals and objectives for each content-specific component listed in this Plan's sections.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the Wellness Plan per the CSHWB nutrition administrative review process to assess the implementation of the Plan and include:

- A description of the progress made in attaining the goals of the District's Wellness Plan.

Revisions and Updating the Plan

The SHAC will update or modify the Wellness Plan based on the results of the annual progress reports and triennial assessments and/or as TECH priorities change, community needs change, wellness goals are met, new health science, information, and technology emerge, and new Federal or state guidance or

Standards are issued. The Wellness Plan will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach, and Communications

TECH is committed to being responsive to community input, which begins with awareness of the Wellness Plan. TECH will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the Wellness Plan through various means appropriate for the district. TECH will also inform parents of the improvements made to school meals, compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with nutrition standards. TECH will use electronic mechanisms, such as email or displaying notices on the school's website, as well as non-electronic mechanisms, such as presentations to parents or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the Wellness Plan, as well as how to get involved and support the Plan. TECH will ensure that communications are culturally and linguistically appropriate to the community. TECH will actively notify the public about the content of or any updates to the Wellness Plan annually. TECH will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Evaluation: See Appendix C

Technology Leadership High School District Wellness Plan

Health Education

Definition: Health education is an instructional program that allows all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. Health Education also meets the content standards with benchmarks and performance standards set forth in 6.29.1 NMAC Standards for Excellence.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
Beginning with students entering the 9th grade, a health education course is required before graduation. Health education may be necessary for either middle school or high school, as determined by the school district.	TECH requires all students to complete 1 year of physical education, including all health standards. TECH requires all students to take one semester of health. In addition, all PE courses in the district also cover health standards.	All students will successfully complete PE and health education.	Currently in place
A sequential aligned K - 12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health.	TECH has health education projects.	TECH staff will work to align curricular health education subject matter so that it is sequentially and comprehensively implemented	Alignment and implementation will be completed by Spring 2020.
TECH shall provide instruction about HIV and related issues found in the curriculum of the required health education content area to high school grades as set forth in 6.12.2.10 NMAC.	TECH directly instructs students about HIV and related issues as introduced in the health projects.	TECH will continue to provide appropriate HIV instruction for students.	Currently in place
TECH shall implement an "opt-out" policy that will ensure parents can request their child to be exempted from the health education curriculum components that focus on the sexuality performance standards. The policy includes but is not limited to the process for parents to request an exemption of health education curriculum components that address the sexuality performance standards and how alternative lessons are established for the exempted parts of the curriculum.	TECH has an opt-out policy that is provided at the beginning of each semester. TECH staff are available to inform parents/guardians of health education that focuses on sexuality performance standards and provides the process for receiving alternative work for the exempted components. Opt out letter is provided.	The opt-out letter will be sent home before the onset of instruction that focuses on sexual performance.	Currently in place

All Health Education courses shall include lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training. Students shall be trained to recognize the signs of a heart attack, use an automated external defibrillator, and perform the Heimlich maneuver for choking victims.	All TECH students enrolled in the Health Class shall receive instruction in the 2nd 9 weeks on lifesaving skills training for hands-on CPR training and recognizing the signs of a heart attack. TECH has at least one AED for emergency use.	Students will be able to demonstrate competence in hands-on (compression only) CPR; the use of an automated external defibrillator, as well as performing the Heimlich	Currently in place

		Maneuver for choking victims.	

TECH Health Education Goal: Each student will have the opportunity to:

Learn and understand essential and functional health information that will: -
Shape personal values and beliefs that will support healthy choices
Develop a student culture that values a healthy lifestyle
We are developing the essential health skills and knowledge necessary to adopt, practice, and maintain health-enhancing behaviors.

Resource for goal & curriculum development:
https://www.cdc.gov/healthyschools/sher/characteristics/index.htm

NEW MEXICO HEALTH EDUCATION STANDARDS

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance their health.
7. Students will demonstrate the ability to advocate for personal, family, peer, and community health.

From the Health Education & Life Skills component of the Healthier Schools NM instructional program

Technology Leadership High School District Wellness Plan

Nutrition and Nutrition Education

Objective: TECH is committed to serving healthy meals to children with plenty of vegetables, fruits, and other whole foods; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification), and to meet the nutrition needs of school children within their calorie requirements. The school meal program aims to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for: ● School meal nutrition standards, ● Smart Snacks in School Nutrition standards	1) TECH provides a school lunch in compliance with federal USDA requirements. 2) TECH currently does not allow the sale of foods as fundraisers during the school day.		In place
Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).	TECH requires all school parties to provide a healthy snack. TECH encourages healthy snacks that are brought from home.	TECH will inform staff of the intelligent snack guidelines for class parties.	In place
Water: Schools participating in the school lunch program under this Act shall make nutritionally appropriate, potable water available to children free of charge for consumption in the place where meals are served during meal service.	TECH provides access to water and provides water breaks at regular intervals during the student workday.	TECH wants to ensure all students have the opportunity to stay hydrated during the school day	In place
Assurance of adherence to requirements re. Possible food allergies in schools	TECH meets the needs of students with food allergies by reporting all medically documented food allergies to the Food Service provider, and appropriate and equal food substitutions are provided for the student lunch program. All classrooms ensure that snacks are provided with a replacement for any food allergies.		In place

TECH Nutrition Goal: TECH will provide nutrition education to teach, encourage, and support healthy behaviors.
TECH Nutrition Objectives:

- Students will receive nutrition education.

- Students will receive nutrition education as part of the physical education/health course required to complete high school.

Technology Leadership High School Wellness Plan

Physical Activity

Objective: Children and adolescents should participate in 60 minutes of physical activity daily (http://www.cdc.gov/physicalactivity/basics/children/index.htm). A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walking and bicycle to school, and out-of-school time activities, and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in the "Physical Education" subsection).

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 by the Three-Tier Model of positive behavioral intervention per the PED's Response to Intervention (RtI) framework. ["This does not include participation on sports teams with specific academic requirements]. The director will provide teachers and other school staff with ideas for alternative ways to discipline students.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal:	Timeline
Create guidelines to provide physical activity opportunities to students before, during, and after school.	TECH is open to the public before and after school to allow for physical movement and activity. TECH provides breaks for students daily and one 30-minute lunch. These breaks are unstructured.	All students will have the opportunity for healthy physical movement and activity throughout the school day. TECH does not allow physical activity to be withheld as a punishment for classroom behavior or missing work.	In place

All schools will provide education on the benefits of physical activity that aligns with the New Mexico Health Education Content Standards using benchmarks and performance standards outlined in 6.29.9 NMAC.	TECH students participate in physical education classes. It is aligned with NM Standards and Benchmarks and includes an educational component on the benefits of physical activity as part of the instructional framework. All students will be required to take one year of physical education.	Students participate in some way in the Tech Annual Techy Trot planning and implementation.	In place

Technology Leadership High School Wellness Plan Physical Education

Definition: Physical education (PE) is an academic subject and serves as the foundation of Tech's Comprehensive School Physical Activity Program (CSPAP). As such, PE demands the same educational rigor as other core subjects. Physical education provides students with a planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

Physical education is an instructional program that provides cognitive content and learning experiences in a variety of activity areas. It also provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to choose a lifetime of healthy physical activity. It meets the Content Standards with Benchmarks and Performance Standards as set forth in Section 6.29.6 NMAC. New Mexico Physical Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. All instruction must be aligned with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision. Further reference is available in the NM Content Standards with Benchmarks and Performance Standards.

Note: Physical activity is a component of, but is not a substitute for, quality physical education. Physical education is an instructional program taught by a physical education instructor focused on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.

The New Mexico Legislature passed a law in 2014 that allows "one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association" (SB122).

Schools must offer developmentally appropriate physical education. 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** by qualified personnel professionals who are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.
- **Accurate assessment data**, including diagnostic and curriculum-based data collected by qualified personnel.
- **Individualized Education Program (IEP) Goals and Objectives** / Benchmarks that are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy to ensure that goals and objectives are being met in a timely manner.
- **Instruction in a Least Restrictive Environment (LRE)** that adapts or modifies the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:

o The general physical education setting.
o The general physical education setting with a teaching assistant or peers.

o A separate class setting with peers.
o A separate class setting with assistants; and/or
o A one-to-one setting between students and the instructor.

Goal: To provide all students with daily physical education taught by a physical education instructor who uses appropriate practices for the skills, knowledge, and attitudes needed to be physically fit and active for life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follows 6.29.9 NMAC Physical Education Standards for Excellence.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
The Wellness Plan shall include a planned, sequential physical education that provides the optimal opportunity for all students to learn and develop skills, knowledge, and attitudes needed to decide to participate in a lifetime of healthful physical activity.	TECH provides physical education that provides opportunities for students to learn and develop skills and gain knowledge and attitudes needed to develop lifelong healthy physical activity choices.	TECH reviews its PE projects to ensure that they meet the goals and standards to best meet the needs of the students.	In place
The physical education projects will be aligned to the Content Standards with Benchmarks and Performance Standards as outlined in the NM Public Education Department Content Standards with Performance Standards and Benchmarks.	TECH PE projects are currently aligned with NM standards.		In place
Schools hire certified physical educators to teach physical education and plan additional opportunities for physical activity.	TECH PE teachers have an endorsement in PE.		In place
Schools limit physical education class sizes, so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels are scheduled back-to-back to maximize teaching efficiency. Refer to Part G of Standards for Excellence, 6.29.1.11 NMAC	TECH maintains the same size PE class as the regular classroom.		In place
Physical educators promote academic achievement by helping teachers incorporate physical education concepts in classroom activities.	PE teacher has purchased equipment to support all PE standards.		In place
Physical educators are provided professional development opportunities such as workshops, training conferences, and collaboration to acquire the latest information, innovations, and ideas in their field and implement them into their PE classes.	TECH has provided PD to develop management skills and a framework for effective lessons.		In place

Physical Education: TECH will provide students with physical education using age-appropriate, sequential physical education projects that are consistent with national and state standards for physical education.

The physical education projects will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

Overall Program Goals:

All students will be provided with an equal opportunity to participate in physical education classes. TECH will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. Physical education projects at TECH will promote student physical fitness through individualized fitness and activity assessments.

Technology Leadership High School Wellness Policy

Healthy and Safe Environment

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

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

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

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.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
Develop a safe schools plan that is focused on supporting healthy and safe environments, including, but not necessarily limited to: prevention, policies and procedures, and an all-hazards emergency response plan, as described in the Safe Schools Guidance Document as found on the NMPED website's Safe Schools tab within the Coordinated School Health & Wellness Bureau. The plan must be submitted to the PED once every three years for review and approval, beginning in the 2013-2014 School Year.	TECH currently has a safe school plan in place that was approved by NMPED. The plan is scheduled to be updated in the 2020 - 2021 school year.		Implemented new plan

Perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 Shelter-in-Place drills, and one evacuation drill with specific guidance as outlined in subsection N of 6.29.1 NMAC Standards for Excellence General Provisions.	TECH has a schedule and record of drills for each school year that includes a minimum of 12 emergency drills, 9 fire drills, 2 shelter-in-place drills, and 1 evacuation of campus drill.	TECH will monitor to ensure all required drills are completed by the last day of each month.	In place
Create and maintain a Bullying Prevention Policy, which is established and communicated as outlined in 6.12.7 NMAC Bullying Prevention. Such bullying prevention policies must contain an absolute prohibition against bullying and must also be inclusive of cyberbullying prevention with specific requirements as set forth in 6.12.7.8 (D) NMAC	TECH has a bullying prevention policy in place. Bullying prevention is taught in every classroom. The cyberbullying curriculum is currently taught throughout projects.	.	In place

Additional Activities Offered/Recommended	Current TECH Practice	Goal	Timeline
All schools will provide appropriate, adequate, and best-practice training for teachers and staff that supports personal safety and a violence/harassment-free environment.	TECH currently requires all staff to view the following trainings through Safe Schools training courses: ● Sexual Harassment Staff- to Staff ● Sexual Misconduct Staff to student In addition, all staff are trained annually on school safety.		In Place

All school buildings and grounds, structures, buses, and equipment are kept inviting, clean, safe, and in good repair and will meet current safety standards or formally report deficiencies.	TECH cleans its campus daily and employs its preventative maintenance plan which includes regular inspections. The budget is set aside each year for repairs as needed.	To continue to maintain a healthy safe environment that is in good repair	In place
All schools will abide by district/charter school policies, which create an environment free of tobacco, alcohol, and other drugs. Refer to 6.12.4 NMAC: Tobacco, Alcohol, and Drug-Free Schools, in which 26 Healthy Kids Make Better Students, Better Students Make Healthy Communities outlines instructions to local school boards on establishing and communicating such policies.	TECH has signs and policies in place in compliance with the Tobacco, Alcohol, and Drug-Free Schools. TECH enforces its policies.		In place
All schools must comply with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public-School Students in providing gun-free schools and allowing students to attend a safe public school within his/her district in accordance with 6.19.3 NMAC: Unsafe School Choice Option	TECH has policies and signs in place and enforces its policies.		In place
Specific to use of pesticides 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O, requires that all school districts develop procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with special sensitivities to pesticides.	TECH follows its policy regarding the use of pesticides outlined in the Safe School plan. TECH contracts a professional using strategies approved by the EPA for a safe school environment.	TECH annually examines its policy regarding the use of pesticides.	In place

Technology Leadership High School Wellness Plan

Social and Emotional Well-Being

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

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

NMPED Requirements & Required Activities

Requirement/Required Activity	**Current TECH Practice**	**Goal**	**Timeline**
Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.	All students receive school social work services as part of the school model. Students are referred for outside support as appropriate and/or requested.	Continue to improve the SEL practices and enhance teacher knowledge through PD annually	In place
6.29.1 NMAC Standards for Excellence General Provisions require districts and charter schools to 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.	Social-emotional learning is integrated into school projects as well as in the advisory framework. TECH is committed to providing social-emotional learning in all classrooms.		In place
School personnel are required by law to report substance abuse, child abuse, and neglect.	All staff participate in the online training for identification of child abuse and neglect. Policy is in place that outlines staff requirements by law for identifying and reporting abuse and neglect.		In place
Additional Activities Offered/Recommended	**Current TECH Practice**	**Goal**	**Timeline**

Provide a positive, supportive environment in which students are able to request assistance when needed.	TECH provides a positive, supportive environment. TECH utilizes Positive Youth Development is a foundation for establishing culture in the school.		In place since Spring 2018
Ensure that school personnel know how to recognize and respond to a student who is showing signs of suicidal ideation. A specific Suicide Prevention Plan in place should outline the appropriate steps to take when a student threatens suicide.	TECH uses licensed school social workers and other certified staff to provide PD for teachers in suicide prevention. Suicide education is in the physical education and health curriculum.		In place
Create a referral network to get help quickly. Schools should have available student counselors while maintaining a current local referral list with clear guidelines on steps in the referral process	TECH utilizes licensed school social workers to provide social work services to all TECH students. TECH maintains a list of outside providers for referrals when appropriate and/or requested.		In place

Technology Leadership High School District Wellness Plan

Health Services

Definition: Health services are provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care behavioral health services, or both. The services also: foster appropriate use of primary health care services and behavioral health services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; promote and provide optimum sanitary conditions for a safe school facility and school environment; and provide educational and counseling opportunities to improve individual, family and community health.

Goal: The goal of health services is to provide coordinated, accessible primary health and behavioral health services for students, families, and staff.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
District Wellness Policy includes a plan for addressing the health service needs of students in the educational process	TECH will have a Registered Nurse available to meet the acute, chronic, and emergent health needs of students . TECH currently has staff certified in first responder first aid and CPR.		Updated for the 2024 - 2025 SY
Per the U.S. Office of Special Education (OSEP), students with healthcare needs that may "affect or have the potential to affect safe and optimal school attendance and academic performance require the professional school nurse to write an Individualized Health Plan (IHP) in collaboration with the student, family, educators, and healthcare care providers" NASN Position Statement: Individualized Healthcare Plan). The IHP should be reviewed annually at a minimum. The need for an IHP is based upon each child's required health care, not upon "educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973." OSEP considers that the IHP should be a separate document from the Individualized Education Program (IEP) and should be attached to the student's IEP or 504 plan based on the student's needs. (See the PED School Health Manual, Section V: Individualized Healthcare Plans for instructions.)	The need for an IHP is addressed with all students who currently have an IEP or 504 Plan, as well as those students in Regular Education who have significant health needs.	A nurse will be contacted should the need for an IHP for any student arise.	In place

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);	TECH has a policy of non-discrimination for both employees and students. TECH has a protection of records policy for students and staff. TECH provides education regarding HIV/AIDS in health projects.	TECH provides developmentally appropriate grade-level HIV/AIDS education.	In place

District policy acknowledges all public and nonpublic schools must grant to any student in grades kindergarten through 12 authorizations to carry and self-administer health care practitioner-prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting. More information on medications in the school may be found in Section VI. of the New Mexico School Health Manual (see link below);	TECH requires knowledge of students carrying asthma treatment medications, allows the student to self-manage the treatment, and allows for the same accommodations for students with diabetes and/or anaphylaxis. All district-approved forms for Self-care consent is available per request. Staff receive training on asthma, diabetes, and allergy treatment.		In place
District policy acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first grade, and third grade and for transfer and new students in those grades unless a parent affirmatively prohibits the visual screening. The Save our Children's Sight Fund, created in 2007, through 7.30.10 NMAC further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards.	TECH is a high school, grades 9 - 12.		In place

Additional Activities Offered/Recommended	**Current TECH Practice**	**Goal**	**Timeline**

District policy acknowledges that all students enrolled in the public, nonpublic, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions. An exception is provided for a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistance Act [42 USC§ 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school	TECH's Registered Nurse verifies immunization records annually for every enrolled student. TECH accepts approved Certificates of Exemption forms registered with the NM Health Department. These exemptions must be renewed every school year. TECH makes use of the district liaison to assist any identified homeless students.		In place In place

immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, 30 Healthy Kids Make Better Students, Better Students Make Healthy Communities medical records, proof of residency, or other documentation. If the child needs to obtain immunizations or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.			

Services provide a connection to school and community health resources (e.g., primary care, public health, community health agencies, faith-based groups, school-based health centers, etc.).	TECH has a referral list of resources for students and families. School social workers and social work interns provide case management services as needed, appropriate, and/or requested.		In place

Technology Leadership High School Wellness Plan

Staff Wellness

Definition: Staff wellness is defined as opportunities for school staff to improve their health status through activities such as health assessments, health education, wellness education, nutrition education, fitness education, and health-related fitness activities. These offerings encourage school staff to pursue a healthy lifestyle that improves health status and morale and provides a greater personal commitment to the district's overall coordinated school health approach. A Staff Wellness Program allows the staff to learn and practice skills that help them to make personal decisions about healthy daily habits.

Goal: The goal of staff wellness is to promote activities for staff designed to promote the physical, emotional, and mental health of District employees along with disease and disability prevention activities.

NMPED Requirements & Required Activities

Requirement/Required Activity	Current TECH Practice	Goal	Timeline
Create a plan to address the staff wellness needs of all District staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Title III.	TECH provides a work environment that complies with all ADA requirements and provides District staff with facilities that are safe and secure.		In place

Ensure that all school boards, districts, and charter schools implement a policy that will ensure that the rights to privacy of all school employees infected with HIV are protected.	TECH has a non-discrimination policy and protection of records policy in place for all personnel.		In place

Staff Wellness and Health Promotion Recommendations:

TECH will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Strategies include, but are not limited to:

- Encouragement of creating a self-care plan in consideration of their mental and physical health.
- Encouragement of annual physicals and advisement for healthy lifestyles as provided through NMPSIA.
- Encouragement of participation in after-school exercise classes on and off campus.

TECH promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating and weight management that are accessible and free or low-cost.

APPENDICES Appendix A

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) MEMBERS:

Per the Public Education Department Wellness Policy rule 6.12.6 NMAC, all New Mexico local school boards of education shall establish a district/charter School Health Advisory Council (SHAC) that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), other school staff, student(s), and community member(s). The SHACs are responsible for meeting at least twice annually and making recommendations to the local school board in the development revision, implementation, and evaluation of the Wellness Plan (Healthy Schools Report Card). Identify below the members of your SHAC, their roles, and contact information. Please note that you are not limited to only one person, representing each category. Each school district/charter school is to identify a Wellness Plan champion(s) within the school district/charter school, or at each school, as appropriate, charged with the operational responsibility for ensuring that each school fulfills the school district's/charter school's Wellness Plan.

NAME	ROLE	PHONE NUMBER	E-MAIL
Cynthia Ramirez	Wellness Policy Lead	505-480-9395	ramirez@techabq.org
Natalie Sather	School Principal	505-401-8786	sather@techabq.org
Oscar Quinonez	School Board Member	505-338-2266	quinonez@techabq.org
Laura Rodriguez	School Staff	505-615-8947	rodriguez@techabq.org
Monica Sosa	Director of Food Services	505-947-5233	sosa@techgabq.org
Maria Colunga	Food Manger	505-507-7923	garcialisa1966@gmail.com
Lisa Garcia	Parent	505-859-9580	garcialisa1966@gmail.com
Amaya Martinez	Student	505-492-4668	amaya.martinez@techabq.org

Appendix B

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

6.12.6.1 ISSUING AGENCY: Public Education Department. [6.12.6.1 NMAC - N, 02-28-06] 6.12.6.2

SCOPE: This regulation applies to public schools in New Mexico unless otherwise expressly limited. [6.12.6.2 NMAC - N, 02-28-06]

6.12.6.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-2-1 and 9-24-8 NMSA 1978. [6.12.6.3 NMAC - N, 02-28-06] 6.12.6.4

DURATION: Permanent. [6.12.6.4 NMAC - N, 02-28-06] 6.12.6.5
EFFECTIVE DATE: February 28, 2006, unless a later date is cited at the end of a section. [6.12.6.5 NMAC - N, 02-28-06] 6.12.6.6 OBJECTIVE: This rule requires the adoption of local school district wellness policies. [6.12.6.6 NMAC - N, 02-28-06] 6.12.6.7
DEFINITIONS:

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

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

C. “Fundraiser” means a sale on a school campus to benefit a school or school organization of beverage or food products limited by a United States Department of Agriculture school meal program for use, consumption, or sale during the school day in competition with school meals. A fundraiser may be conducted only for up to one school day on two occasions per semester or trimester term in a school that participates in the United States Department of Agriculture's school meal programs. The Wellness Plan implemented through 6.12.6 NMAC shall include annual assurances to the New Mexico Public Education Department of compliance with limitations on “fundraisers” pursuant to this subsection and subject to review as part of the administrative review of a school food authority.

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

E. “Health services” means services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, and behavioral health services, prevent and control communicable diseases and other health problems, provide emergency care for illness or injury, promote and

provide optimum sanitary conditions for a safe school facility and school environment and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

F. “Healthy and safe environment” means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse.

G. “Nutrition” means programs that provide access to a variety of nutritious and appealing meals and snacks that accommodate the health and nutrition needs of all students.

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

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

J. “Social and emotional well-being” means services provided to maintain or improve students’ mental, emotional, behavioral, and social health.

K. “Staff wellness” means opportunities for school staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.

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

6.12.6.8 REQUIREMENTS:

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

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

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

requirements set forth in Paragraphs (1), (2), (6), (7), (8), and (9) of Subsection D of this section shall be submitted to the public education department on or before January 30, 2007. D. The Wellness Plan shall

include, but shall not be limited to:
(1) a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

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

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

(4) nutrition guidelines meeting standards established by federal rules at 7 CFR 210.11 and 7 CFR 210.11a, the Healthy Hunger-Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966.

(5) guidelines for fundraisers established at 6.12.5 NMAC and an annual assurance of compliance with limitations on fundraisers established at 6.12.5 NMAC.

(6) a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

(7) school safety plans at each school building focused on supporting healthy and safe learning environments; the school safety plan must be submitted to the public education department for approval on a three-year cycle and must include the following minimum components: (a) introduction; (b) school policies and procedures; (c) prevention; and (d) a school EOP.

(8) a plan addressing the health services needs of students in the educational process.

(9) a plan addressing the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Part III;

(10) a plan for measuring implementation and evaluation of the Wellness Plan, including the designation of one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's Wellness Plan.

E. Family, school, and community involvement. Each local board of education shall establish a district school health advisory council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s). The school health advisory council shall have the responsibility to make recommendations to the local school board in the development or revision, implementation, and evaluation of the Wellness Plan consistent with this rule. The school health advisory council shall meet for this purpose a minimum of two times annually. [6.12.6.8 NMAC - N, 02-28-06; A, 11-30-06; A, 05-15-14; A, 12-30-14]

History of 6.12.6 NMAC: [Reserved]

Appendix C

Evaluation Plan Template:

The Evaluation Plan Template may be used by districts to ensure that each component of the Wellness Plan has been fully developed. It is a useful checklist for planning and monitoring the implementation of each component. The template may also assist the schools in assuring that all statutes related to the policy are in place.

This checklist should be included together with the Wellness Plan materials that are presented by the district to members of the Public Education Department during the CSHWB nutrition administrative review process.

Name(s) of Designated Person(s) monitoring the district's Wellness Plan development and ongoing assessment: _Cynthia Ramirez, Director of Student Support_____
District/Charter School: _Technology Leadership High School _____
Date of most recent review: _May 2019_____

Ye s	No	Date of Completion	Item	Person(s) Responsible
X		January 2025	Compliance with PED Wellness Policy rule, 6.12.6 NMAC – Wellness Plan completed and fully implemented	Cynthia Ramirez
X		January 2025	Each school's progress in meeting the district's Wellness Policy goals recorded	Cynthia Ramirez
X		January 2025	Wellness Policy available to parents/guardians of school children/youth	Laura Rodriguez
X		August 2024	SHAC was established according to regulation (see Appendix A for a list of council members)	Anna Aguilera
X		January 2025	SHAC meets a minimum of two times annually, regarding Wellness Plan development and/or assessment	Anna Aguilera
X		January 2025	SHAC representative assigned to provide recommendations and to participate with the district in Wellness Plan development	Anna Aguilera
X		January 2025	Federal and PED guidelines used to develop a Wellness Plan	Cynthia Ramirez
X		January 2025	Parents and community members actively sought to participate in the development of the Wellness Plan	Laura Rodriguez
X		August 2024	Each of the following Nutrition components of the policy met: □ District Wellness Plan meets the requirements of section 204 of Healthy, Hunger-Free Kids Act of 2010, Public law 111-296 □ 6.12.5.8 NMAC Competitive Foods Standards compliance □ Assurance of adherence to requirements re. possible food allergies in schools □ Individualized Healthcare Plan guidelines incorporated □ 6.12.2.9 NMAC, Student's Right to Self-Administer Certain Medications compliance in case of allergic reactions	Cynthia Ramirez, Laura Rodriguez

			□ USDA Food & Beverage Marketing and Advertising policies compliance. Only school approved lunch materials are posted. □ District schools meet or exceed local, state, and federal nutrition requirements and/or USDA nutrition standards □ Compliance with NSLP, SBP, FFVP, SFSP, ASSP, and other USDA-regulated programs □ The district appropriately operates other programs, including Farm to School, Breakfast after the Bell, school gardens, etc. □ Smarter Luncheon Techniques are used to encourage students by promoting healthier food and beverage choices	

X		January 2025	□ School nutrition staff meet or exceed hiring and professional development requirements per the USDA standards for child nutrition professionals □ Free, safe unflavored drinking water is made available to all students throughout the school day □ Celebrations, rewards, and fundraising in schools meet or exceed nutrition standards for USDA Smart Snacks in Schools □ Nutrition education is included as part of the health education curriculum □ Healthy messages and nutrition promotional materials are made available throughout the school and school-related activities □ Food Safety Inspections are conducted twice annually per USDA regulations and state rules, and reports are posted publicly	Aleli Colon, Laura Rodriguez
X		August 2024	Health Education contents standards with benchmarks and performance standards (6.29.1 NMAC Standards for Excellence) disseminated to schools: □ Health Education curriculum for each school validated as comprehensive, per PED standards and benchmarks □ Life skills training is an integral part of the health education curriculum □ Schools apply PED's "opt-out" policy, regarding the sexuality component of health education curriculum □ Assurance that HIV instruction is provided (6.12.2.10 NMAC) □ Lifesaving skills training is included in Health Education courses (high school only)	Aleli Colon
X		August 2024	Quality physical activity is a component of the district's Wellness Plan, which aligns with the NM Health Education Content Standards as set forth in 6.29.9 NMAC □ Schools provide physical activity opportunities before and after school □ Elementary schools provide at least 20 minutes of daily recess for all students □ Playground facilities and equipment are regularly inspected for safety and accessibility □ Schools are restricted from withholding physical activity from students as a form of punishment □ Physical activity is included as a health education topic	Aleli Colon

			□ Families are encouraged to assist children in using active means (walking or biking) to go to/from school	

			Physical education (PE) is included in schools' required programs and is based on Section 6.29.6 NMAC, NM Physical Education Content Standards with benchmarks and Performance Standards □ The Wellness Plan includes a planned, sequential, and developmentally appropriate K-12 physical education curriculum □ PE instruction aligns with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision □ One unit in physical education is included as a district graduation requirement □ Any alternative course offered by the district in lieu of PE is compliant with state content and performance standards □ Adapted physical education is available to all students where appropriate □ Physical educators are appropriately trained and certified/licensed to teach the subject	

X		Spring 2024	The school has an approved Safe School Plan that is compliant with Wellness Plan rule 6.12.6 NMAC. (A separate Safe School Plan guidance document is provided to schools from the PED, which has detailed information and supplemental materials to guide districts/schools) □ Schools perform 12 emergency drills each year, consisting of 9 fire drills; 2 Shelter-in-Place drills; and one evacuation drill □ A fully developed Bullying Prevention Policy is available at each school, which prohibits bullying/cyberbullying and is made available to students and parents/guardians, according to 6.12.7.8 (D) NMAC □ The school policies include full compliance with 6.12.4 NMAC: Tobacco, Alcohol and Drug-Free Schools; communication of such policy includes posting of signs on campuses to prohibit ATOD in all campuses and campus-related activities □ All schools are compliant with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public Students in providing schools that are absolutely gun-free □ Schools are compliant with 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O in requiring full implementation of procedures for pest management □ All other Assurance forms have been completed and submitted through Web EPPS to the PED	Cynthia Ramirez
X		Spring 2024	TECH Wellness Plan includes a plan to address the behavioral health needs of students □ Support services are available for all students, including a referral system that is clearly conveyed to all members of the school community	Cynthia Ramirez

			□ The school provides licensed staff to develop and supervise the behavioral health program □ Students' behavioral health needs are assessed as part of the education plan process for student success □ School adheres to substance abuse reporting per Section 22-5-4, 4 NMSA 1978 □ School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA 1978	
X		August 2024	Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans, which are separated from Individualized Education Program (IEP) plans but attached to the IEP or 504 plan based upon students' needs	Dr. Shenja Jewell
X		August 2024	Schools are compliant with 6.12.2.10 NMAC in reference to students who may be diagnosed with HIV/AIDS	Dr. Shenja Jewell/School Nurse – Joan Gugliotta
X		August 2024	Schools enroll students who provide satisfactory evidence of commencement or completion of NM's Public Health Division schedule NOTE: The 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	Laura Rodriguez

X		August 2024	The Wellness Plan includes the provision for any student in K – 12 the authorization to carry and self-administer healthcare practitioner-prescribed asthma treatment and anaphylaxis emergency treatment medications, as well as the right to self-management of diabetes in school settings	Contracted Nurse Joan Gugliotta
X		August 2024	Vision screenings are administered to students enrolled in pre-K, Kindergarten, 1st, and 3rd grades at a minimum	Contracted Nurse Joan Gugliotta
X		August 2024	Schools provide a plan to address staff wellness needs based upon state statute guidelines, 6.12.6 NMAC Section K: Staff Wellness for all school staff, ensuring an equitable environment in compliance with the Americans with Disability Act, Title III	Cynthia Ramirez, Laura Rodriguez
X		August 2024	District and its governing boards and schools, implement policies to ensure the rights to privacy of all school employees infected with HIV, keeping these safe and confidential	Monica Sosa, Cynthia Ramirez
X		August 2025	Schools provide staff with information on activities related to personal health promotion and with the opportunity for every staff member to participate in these as feasible	Monica Sosa, Cynthia Ramirez
X		August 2025	Members of the school staff are included as participants in the school's SHAC, as per 6.12.6.8 NMAC Section E	Anna Aguilera