

ESTANCIA MUNICIPAL SCHOOLS

Policy Manual Index

Section 700 – Special Initiatives

| | | |
|-----|--|----|
| 701 | Wellness Policy..... | 2 |
| 702 | Anti-Bullying Policy..... | 22 |
| 703 | Automated External Defibrillator (AED) Policy..... | 28 |
| 704 | Tobacco, Alcohol and Drug Free Campus..... | 33 |
| 705 | Video Monitoring in Classrooms..... | 33 |
| 706 | Use of Technology Resources in Instruction..... | 36 |

701 Wellness Policy

Estancia Municipal School District Wellness Policy

Preamble

Estancia Municipal School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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

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

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

Estancia Municipal School District Wellness Policy

Preamble

Estancia Municipal School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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

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

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

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

I. School Health Advisory Council

Committee Role and Membership

The District will convene a representative district School Health Advisory Council (hereto referred to as the SHAC) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school food authority); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, or social workers]; school administrators (e.g., superintendent, principal), school board members; and the general public. To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

- The District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the SHAC.

Leadership

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

The designated official for oversight is (Title and contact information)

- School Nurse: Chariti Sanchez RN, BSN; 505-384-2071; chariti.sanchez@estancia.k12.nm.us

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

| Name | Title / Relationship to the School or District | Email address | Role on Committee |
|-------------------------------|--|------------------------------------|-------------------|
| Chariti Sanchez MSN-Ed, RN | School Nurse | Chariti.sanchez@estancia.k12.nm.us | Lead Designee |

| | | | |
|-------------------|---------------------------------|--------------------------------------|-----------------------------------|
| Luke Arnold | School Counselor | Luke.arnold@estancia.k12.nm.us | Mental Health Provider |
| Danielle Trujillo | School Social Worker | Danielle.trujillo@estancia.k12.nm.us | Mental Health Provider |
| Joe DiRaddo | School Psychologist | jdiraddo@crec.org | Related Service Provider |
| India Encinias | Elementary Teacher/ Parent | India.encinias@estancia.k12.nm.us | School Employee/Parent |
| Tracey Masters | Torrance County DWI Coordinator | tmaster@tcnm.us | County/Community Representative |
| Lori Alderete | Health Assistant | Lori.alderete@estancia.k12.nm.us | Health Office Representative |
| Melinda Harvey | PE Teacher | Melinda.harvey@estancia.k12.nm.us | Physical Education Representative |
| | | | |
| | | | |
| | | | |
| | | | |

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

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

This wellness policy and the progress reports can be found at: www.escancia.k12.nm.us

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at Central Office and/or on District Shared Drive. Documentation maintained in this location will include but will not be limited to:

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

Annual Notification of Policy

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

Triennial Progress Assessments

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

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

The position/person responsible for managing the triennial assessment and contact information is Chariti Sanchez RN, School Nurse, 505-384-2071, chariti.sanchez@escancia.k12.nm.us.

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

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

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

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

III. Nutrition

School Meals

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

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), and Summer Food Service Program (SFSP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
- Menus will be posted on the District website or individual school websites.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

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

All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits

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

Celebrations and Rewards

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

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

Fundraising

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

Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms,

gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

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

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

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

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

Essential Healthy Eating Topics in Health Education

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods

- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

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

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable

equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in "SHAPE AMERICA – Society of Health and Physical Educators" and President's Council Fitness, Sports and Nutrition. This incorporates *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

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

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

Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). Change Lab Solutions provides guidance regarding joint- or shared-use agreements.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical

education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 45 minutes per week throughout the school year. The goal is to increase the time to 90 minutes per week. *[NOTE: Additional optional policy language substitutions include: All [District] elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All [District] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).]*

All [District] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).

All physical education teachers in [District] will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).

All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education.

Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

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

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down

- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year (*This policy may be waived on early dismissal or late arrival days*). If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

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

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

Classroom Physical Activity Breaks (Elementary and Secondary)

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

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

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

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

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

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

V. Health Education Content Standards and Benchmarks

The district will ensure all student will be exposed to a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum will include activities that are aligned with the New Mexico health education content standards with benchmarks and performance standards. Each school will adopt procedures for parents to request exemption from the parts of the health education curriculum that addresses the sexuality performance standards, which include the process and how alternative lessons are established for the exempted parts of the curriculum. The health curriculum will include instruction on HIV and related issues.

All [District] **secondary students** (middle or high school) are required to take the equivalent of .5 credit of health education as a graduation requirement.

All [District] **secondary students** (high school) are required to take the Project Heart Start course that provides life saving skills including psychomotor CPR, Automated External Defibrillator (AED) and Heimlich maneuver as a requirement for graduation.

VI. Social and Emotional

To promote social and emotional wellbeing, staff will be trained to detect and refer children who display emotional, behavioral, or mental health problems for further assessment and interventions.

The district will create a plan addressing the behavioral health needs of all students in the educational process by focusing on student's social and emotional well-being. The plan will include linkages to community resources available to families living in the district.

The district will ensure all employees are trained to recognize and report suspected child abuse and neglect through yearly in-service trainings.

The district mental health team may meet throughout the year to identify at risk students for impaired social and emotional wellbeing. Training will be provided to staff by the mental health team to identify and report suspected substance abuse.

VII. Other Activities that Promote Student Wellness

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

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

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

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

Community Partnerships

The District will develop and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

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

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

Healthy and Safe Environment

Each school in the district will follow the Estancia Municipal Schools Safety Plan. Staff members will participate in training activities on a yearly basis. Each school shall perform at least 12 emergency drills following the safety plan. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and one evacuation drill throughout the school year.

Health Services

The school district will create a plan addressing the health services needs of students in the educational process. The plan will include procedures for referring families to outside agencies for assistance in obtaining health needs. The plan will include linkages to community resources available to families living in the district.

According to New Mexico 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). The district will maintain student immunization records ensure all students enrolling are properly immunized or satisfactory exempted. Students who are identified as homeless are not prevented from entering the school district, based on inability to produce records normally required for enrollment, as per the McKinney-Vento Homeless Assistant Act.

All students enrolled in Pre-k, Kindergarten, 1st, and 3rd grade will received state mandated vision and hearing screening unless the parent (guardian) affirmatively prohibits the screening, records of the screenings will be kept electronically in the nurse's office.

Rights of Students

No student, otherwise qualified to attend the schools of this District, shall be denied admission, suspended, expelled, segregated, restricted from curricular or extra-curricular activities, have his/her educational program changed nor otherwise be denied the benefits of the educational program as a result of the student being a carrier of/ or having any communicable disease including HIV. The privacy of the student with a communicable disease will be maintained.

Life Threatening Food Allergy Protection Management

The school district is committed to providing a safe and nurturing environment for students and staff. The Estancia Board of Education understands the increasing prevalence of life threatening allergies among school populations. Recognizing that the risk of accidental exposure to allergens

can be reduced in the school setting, the school district is committed to working in cooperation with parents, students, nursing staff, food services, and physicians to minimize risks and provide a safe educational environment for all students and staff. The district will maintain a system-wide Individual Emergency Medical Plan (IEMP) for any student(s) whose parents/guardians, and physicians have informed the school nurse in writing, who will inform the appropriate school staff that the student(s) has a potentially life threatening allergy.

Any student K-12 who has a known allergy, providing authorization from a licensed health care practitioner, will have authorization to carry and self-administer asthma treatment, anaphylaxis emergency treatment medications, as well as, the right to self-management of diabetes in the school setting.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Mandy Thrasher.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include encouraged stress reduction techniques and education, healthy eating programs provided by district health insurance providers at no cost to employees, and promotion of healthy food choices and being physically active. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.

The District encourages staff to actively participate in leadership meetings and participate in the District SHAC.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
- ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.
- ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- ¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.
- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- ¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. Association of physical activity and sedentary behavior with academic skills - A follow-up study among primary school children. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

Board Revision and Adoption: 7-10-07
Board Revision and Adoption 6-9-20

701.10 Life Threatening Food Allergy Protection and Management Policy

Estancia Municipal Schools is committed to providing a safe and nurturing environment for students and staff. The Estancia Board of Education understands the increasing prevalence of life-threatening allergies among school populations. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, Estancia Municipal Schools is committed to working in cooperation with parents, students, nursing staff, food services, and physicians, to minimize risks and provide a safe educational environment for all students and staff. The Estancia Municipal School District will maintain a system-wide emergency plan for addressing life threatening allergic reactions and maintain an Individual Emergency Medical Plan (IEMP) for any student(s) whose parents/guardians, and physicians have informed the nurse of the school in writing, who will in turn inform the appropriate school staff that the student(s) has a potentially life-threatening allergy.

The procedures for IEMP implementation include:

1. Identification of students and staff who have allergies through the Emergency Medical Form.
2. Once a student is identified as having a food allergy, the nurse will complete the following steps:
 - Obtain Physicians written note stating the food allergy from the parent.
 - Notify Food Services and appropriate staff.
 - Work with parents to obtain epinephrine pen (if needed.)
 - Train teachers on identification and awareness and prevention.
 - Provide training of student on food allergy awareness.

In accordance with applicable law, it is the policy of the district to provide all students, through necessary accommodations where required, the opportunity to participate in all school programs and activities. Accordingly, the superintendent shall direct district building administrator and staff, to act affirmatively and work closely with parents to assure that the needs of children with documented allergies are taken into consideration in planning for district programs. The district School Health Advisory Committee (SHAC) shall ensure the district's management plan is reviewed and updated annually.

Board Adoption: 4- 17-12

702 Anti-Bullying Policy

The Estancia Municipal Schools Board of Education believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated and are prohibited on school property, at sponsored school functions or on any District transportation (both to-and-from and school sponsored events). This policy also includes the prohibition of electronic communication on or with the use of school devices if the communication is directed at a student, is published with the intent that it be seen or disclosed to the student and others, and substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the District.

702.1 Definitions

- 702.1.1** "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation, gender identity, or any other distinguishing characteristic; or on an association with a person, or group with any person, with one or more of the actual or perceived distinguishing characteristics listed; and can be reasonably predicted to place a student in reasonable fear of physical harm to the student's person or property, cause a substantial detrimental effect on a student's physical or mental health, substantially interfere with a student's academic performance or attendance, or substantially interfere with a student's ability to participate in or benefit from the services, activities or privileges provided by an agency, educational institution or grantee.
- 702.1.2** "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm, or terrorize another person.
- 702.1.3** "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district. Harassment and Disability Harassment include but are not limited to:
- Verbal acts, teasing, use of sarcasm, jokes;
 - Name-calling, belittling;
 - Nonverbal behavior such as graphic or written statements;
 - Conduct that is physically threatening, harmful, or humiliating; or
 - Inappropriate physical restraint by adults.
- 702.1.4** "Racial Harassment" consists of physical or verbal conduct relating to an individual's race when the conduct:
- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
 - Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
 - Otherwise adversely affects an individual's academic opportunities.

- 702.1.5** “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:
- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
 - Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
 - That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.
- 702.1.6** “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:
- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
 - Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or district policies.
- 702.1.7** “Sexual Orientation” means heterosexuality, homosexuality or bisexuality, whether actual or perceived.
- 702.1.8** “Gender Identity” means a student’s self-perception, or perception of that student by another, of the student’s identity as a male or female based upon the student’s appearance, behavior or physical characteristics that are in accord with or opposed to the student’s physical anatomy, chromosomal sex or sex at birth.
- 702.1.9** “Electronic Communication/Expression” means a communication transmitted by means of an electronic device, including a cellular phone, computer electronic tablet, pager, video, or audio recording, and comprehensively includes all social media venues.
- 702.1.10** “Cyberbullying” means electronic communication that:
- Targets a specific student;
 - Is published with the intention that the communication be seen or disclosed to the targeted student
 - Is in fact seen by or disclosed to the targeted student; and
 - Creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student’s educational benefits, opportunities, or performance.

702.2 Notice of Prohibition Against Bullying and Anti-Bullying Interventions

702.2.1 The prohibition against bullying shall be publicized by including the following statement in the student handbook(s):

“Bullying behavior by any student in the Estancia Municipal Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- *Placing a student in reasonable fear of physical harm or damage to the student’s property; or*
- *Physically harming a student or damaging a student’s property; or*
- *Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.*

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion.”

702.2.2 Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.

702.2.3 The Anti-Bullying Policy will be available on the Estancia Municipal Schools’ website and in all staff handbooks.

702.3 Reporting Intimidation, Harassment, or Bullying Behavior

702.3.1 Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.

702.3.2 The report may be made to any staff member. The staff member will assist the student in reporting to the principal. When the school staff member receiving the information or observing the act is other than a school administrator, it shall be the responsibility of the staff member to inform a school administrator as soon as feasible, but not later than two (2) days after the staff member receives or observes the allegation of bullying. A failure by the school staff member to inform the school administrator in a timely manner may be subject to disciplinary action.

702.3.3 Reports should be done in writing using the Student Concerns, Complaints, and Grievances Form (See Sample Form).

702.3.4 Nothing in this policy shall prevent any person from reporting directly to the office of the Superintendent.

702.3.5 Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.

702.3.6 The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.

702.3.7 To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA) school staff will notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

702.4 **Investigating Intimidation, Harassment, or Bullying Behavior** The Principal, or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing as soon as feasible, but not later than five (5) school days of the date of the report when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

702.4.1 The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

702.4.2 The investigator shall initiate appropriate action pursuant to the investigation to safeguard the welfare of the targeted student and circumscribe any further actions by the perpetrator through proper disciplinary or informal means.

702.4.3 The investigator shall meet with the student and parent of the student who is the target of the suspected offense at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the discussion. If the investigating administrator believes from information gathered in his professional capacity that notifying the parents would endanger the health or well-being of the student, notification may be delayed as appropriate. Such action shall include:

- Notifying the parent telephonically, by email, or in writing by mail or personal service;
- Providing the date, time and place for a meeting to be held with the student,
- Parent and administrator;
- Identifying appropriate specialized supports needed to help the student; and
- Enlisting the parents' support in preventing further bullying.

702.4.4 The investigator shall contact the parents of the student alleged to have committed the act as soon as possible to seek cooperation in alleviating the suspected bullying. Confidentiality of records and student information shall be observed in the process of making such contact. Such action shall include;

- Notify the parent telephonically, by e-mail, or in writing by mail or personal service;
- providing the date, time and place for a meeting to be held with the parent and administrator;
- Identifying appropriate specialized supports needed to help the student address the underlying causes of the actions with the parents;
- Establishing nonpunitive consequences for the student at the school level, if possible, considering the circumstances; and

- Apprising the student and the parent of the consequences of violations of student rules of conduct

702.4.5 The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.

702.4.6 The district may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.

702.4.7 The investigation shall be completed as soon as possible. The principal (or investigator) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report shall be filed directly with the New Mexico Public Education Department, Educator Ethics Bureau. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the district Safe Schools Coordinator.

702.5 Consequences for Knowingly Making False Reports

False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

702.6 Anti-Bullying included in Health Education Curriculum

“Health Education” is 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.

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior beginning in Kindergarten and continuing throughout their school years. It is imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills.

Our curriculum recognizes the importance of bully prevention skills in all grade levels.

702.7 Threats of Violence

702.7.1 Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.

702.7.2 All employees and students are required to report evidence of threats of violence to their principal. Such reports shall be investigated by the principal or designee. All such reports shall be documented by the principal.

702.7.3 In cases of threats that may constitute a violation of criminal law, the principal, superintendent or designee shall notify law enforcement authorities.

702.7.4 Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion.

For Special Education students' administrators will consult with the Director of Special Education regarding the appropriate process.

702.8 Consequences for Bullying

Where disciplinary action is necessary, District policies and regulations pertaining to permissible penalties and procedures shall be followed as in policy.

702.8.1 Verified acts of bullying shall result in intervention by the building Principal or his/her designee that is intended to ensure the the prohibition against bullying behavior is enforced. Such action may include the least restrictive means necessary to address a hostile environment resulting from harassment, bullying or cyberbullying that may include.

- Counseling;
- Mediation;
- Development of a student safety support plan for protection of the targeted student;
- Discipline up to but not including expulsion

702.8.2 Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

702.8.3 If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.

702.9 Appeal

Upon conclusion of the investigation should either the student accused or bullying or the target of the bullying take exception to the outcome of the investigation, an appeal may be made to the Superintendent of schools in writing. The Superintendent will review the actions taken based upon the application of appropriate school policy and procedure. The Superintendent will review the report and procedures and may refer the actions for further consideration, affirm the action or make such changes as may be in accord with current policy and procedure. The determination of the Superintendent is final.

702.10 Training

All instructional and licensed school personnel shall be provided with annual training on recognition and prevention of cyber bullying.

702.11 Reports or investigative information relative to harassment, bullying and cyberbullying shall be maintained by staff and the District and shared only in accord with the Family Education Rights and Privacy Act and conforming District discipline and conduct policies. Records of investigation and reported information sufficient to meet both state and federal reporting requirements on these topics shall be maintained for no less than four years.

Legal Reference:

NMSA § 1978 22-2-21 (2013), NMAC 6.12.7.8 and 6.29.6.8

Board Adoption: 8-14-07

Board Revision and Adoption: 9-17-19

703 Automated External Defibrillator (ED) Policy

Purpose:

To provide guidance in the management or administration of a school-based AED program.

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a

Defibrillator, delivered within a short time of the onset of VF. An AED is used to treat victims who experience SCA. It is only to be applied to victims who are unconscious, without pulse, signs of circulation and normal breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

AED Program Director:

The School Nurse shall be the AED program Director. The AED program Director's responsibilities shall include, but are not limited to:

- Select and identify persons as trained targeted responders;
- Coordination of training for district employees to be trained responders and maintain documentation of such training;
- Maintain AED program records including AED maintenance records, Trained Targeted Responder training records, and AED usage records;
- Ensuring compliance with requirements/regulations of state statute and regulation;
- Provide evidence of coordination of the AED program with local EMS services and emergency dispatch agencies, including 911 dispatch agencies;
- Coordinating and participating in post-reviews of any use of an Estancia Municipal Schools AED and document the use of the AED; and
- Completion of appropriate accident report forms

Authorized Trained Targeted Responders:

The AED may be used by:

- Employees including: administrators, nurses, athletic/activities director, athletic trainers and office staff who have successfully completed an approved CPR/AED training program within the last two years and has a current successful course completion card.
- Students, parents and third party visitor who are trained responders are also authorized to use an Estancia Municipal Schools AED in an emergency.

AED-Trained Employee Responsibilities:

- Activating internal emergency response system and providing prompt basic life support including AED and first aid according to training and experience
- Understanding and complying with requirements of this policy
- Following the more detailed procedures and guidelines for the AED program

Volunteer Responder Responsibilities:

- Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience. These responders are encouraged to contribute to emergency response only to the extent they are

comfortable. The emergency medical response of these individuals may include CPR, AED or medical first aid.

Site Coordination

The site administrator shall:

- Ensure the site emergency response plan includes information on how to respond to a medical emergency, including but not limited to the following:
 - Internal reporting of a medical emergency to the AED site Coordinator, or his/her designee;
 - When office staff and/or other should contact a trained responder to respond to a medical emergency;
 - When office staff and/or other should alert 911 that there is a medical emergency if such contact has not already occurred;
 - Assignment of someone to meet emergency medical service vehicles and to direct EMS personnel to the specific site of the emergency; and
 - Completion of appropriate accident reports forms
- Ensure AED is in working order
- Participate in post-event reviews

Equipment

Approved equipment:

The Heartsine Automated External Defibrillators (AEDs) have been approved for this program. The AED conforms to the state/county standards.

- The AED and first-aid emergency care kit will be brought to all medical emergencies.
- The AED should be used on any person who is at least 8 years of age and displays ALL the symptoms of cardiac arrest. The AED will be placed only after the following symptoms are confirmed:
 - Victim is unresponsive
 - Victim is not breathing, or is breathing ineffectively
 - Victim has no signs of circulation such as pulse and coughing, or movement

NOTE: If AED program includes the treatment of children under eight years old or under 25 Kg. (55 lbs), equip AEDs with Infant/Child Reduced Energy Defibrillation Electrode Starter Kit (includes one pair of electrodes, storage pouch and appropriate safety instructions and labels).

Location of AEDs

During school hours, the AED will be at designated locations. These locations shall be specific to each school but should allow the device to be easily seen by staff. The locations should allow staff members to retrieve the device outside of normal school hours. After school hours, the AED may be moved from its designated location by an AED-trained athletic trainer to support athletic department activities on a voluntary basis. A trained volunteer would have to be available and willing to support this effort during non-school hours. A visible sign must be left in the place of the AED, with the phone number of the athletic trainer, clearly indicating they have possession of the AED. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

Location of AEDs:

- Van Stone Gym: North wall of the stage
- Lower Elementary: Nurses supply closet
- Upper Elementary: Entrance foyer near the double doors to amphitheater
- Cafeteria: North side near east double doors
- AG Building: South Foyer
- Middle School Gym: North wall near concession
- High School: Entrance lobby on the west wall near the water fountains

- High School Gym: East wall in between set of double doors
- Auxiliary Gym: West wall near the south entrance double doors
- Football Field: Concession stand or with football coach

Additional resuscitation equipment:

Each AED will have one set of defibrillation electrodes connected to the device and one spare set of electrodes with the AED. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair latex-free gloves, one razor, one set of trauma shears, and one facemask barrier device.

Equipment Maintenance:

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include:

- The main school office shall be informed of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, the main school office shall be informed and then notified when equipment is returned to service.
- The main school office shall be responsible for informing response teams of changes to availability of emergency medical equipment.
- The AED Program Coordinator or designee shall be responsible for having regular equipment maintenance performed. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions.
- Following use of emergency response equipment, all equipment shall be cleaned and/or decontaminated as required.

Routine Maintenance:

- The AED will perform a self-diagnostic test every 24 hours that includes a check of battery strength and an evaluation of the internal components.
- The AED Program Coordinator or designee, will perform a monthly AED check following the procedure checklist. The procedure checklist will be initialed at the completion of the check. The procedure checklist will be posted with the AED.
- If the OK icon is NOT present on the readiness display, contact the AED Program Coordinator or designee immediately.
- If the battery icon is visible, the battery or CHARGE-PAK™ charging unit needs to be replaced. You may continue to use the AED if needed.
- If the wrench icon is visible, the AED needs service. You may attempt to use the AED if needed. If the message CALL SERVICE appears, the AED is not usable. Continue to provide CPR until another AED is brought to the victim or EMS arrives to take over care.
- If the expiration date on the electrode is near, notify the AED Program Coordinator or designee immediately.

Initial Training:

Trained employees:

- Must complete training adequate to provide basic first-aid, CPR and AED that will be provided on site. AED training must be a course approved by the state. Trained employees will also be trained in universal precautions against bloodborne pathogens. The trained employees shall be offered hepatitis B vaccination free of charge. The school office shall maintain training records for the trained employees.

NOTE:

If AED program includes the treatment of children under eight years old or under 25 Kg. (55 lbs), training should include infant/child CPR/FBAO since techniques differ from adult CPR/FBAO.

Volunteer Responders:

- These responders will possess various amounts of training in emergency medical response and their training may be supplied by sources outside of the company. Volunteer responders can assist in emergencies, but must only participate to the extent allowed by their training and experience. Volunteer responders may have training adequate to administer first aid, CPR and use the AEDs deployed throughout the campus. Any volunteer wishing to potentially use one of the AEDs deployed on the campus should

have successfully completed a state approved AED course including CPR within the last two years. The school will not maintain training records for the volunteer responders.

Refresher Training:

- Trained employees will renew first-aid and AED training every two years.
- Volunteer responders should obtain documented renewal training at least once every two years.

Medical Response Documentation:

Internal Post-Event Documentation: It is important to document each use of the medical emergency response system. The following forms shall be sent to the AED Program Coordinator or designee within 24 hours of a medical event:

- An accident report form shall be completed by a responding employee for each accident requiring first-aid of any type.
- The AED-trained employee or volunteer responder shall complete a medical event form (9-1-1 form) whenever an AED is used.

External Post-Event Documentation: A copy of AED use information shall be presented within 48 hours of the emergency to the following:

- Medical director of the AED program
- Local EMS, county, state officials as designated in state AED requirements and local regulations
- At a minimum, event information supplied shall include any recorded data, and all electronic files captured by the AED.

Post-Event Review:

Following each deployment of the response team member, or if a volunteer responder uses an AED, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post-event review shall be sent to the environmental health and safety committee. The environmental health and safety coordinator according to the record retention policy shall maintain a copy of the post-event review summary.

System Verification and Review:

The medical emergency response system is ultimately successful if necessary medical assistance is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be very infrequent, other measures of effectiveness are required.

Annual System Assessment:

Once each calendar year, the AED Program Coordinator or designee shall conduct and document a system readiness review. This review shall include review of the following elements:

- Training records
- Equipment operation and maintenance records

Board Adoption 6-13-17

Tobacco, Alcohol and Drug Free Campus

The Board of Education recognizes that the use, possession, and distribution of tobacco products, alcohol, and drugs is a health, safety, and environmental concern and therefore will not be tolerated.

- 704.1 The Use, Distribution, and Possession of Prohibited Substances** – The use of any prohibited substance at any time is prohibited in all district property and premises owned, leased, or contracted by the district as well as at all school-related activities and events including:
- School grounds, including athletic fields and other outdoor property
 - School buildings
 - School parking lots
 - School buses and other district vehicles
 - Off-campus school sponsored events
 - Administrative offices and other district owned non-school sites
- 704.2 Disciplinary Action** – Any participant/student observed in violation of the policy on school grounds or at any school sponsored event will be referred to the building administrator for progressive discipline as defined by the School Board annually approved handbooks and discipline matrix in addition to possible referral for support services and resources.
- 704.3 Communication** – All Estancia Municipal Schools will communicate current policies with students, their parents and families, school personnel, local residents and visitors by:
- Posting sign at entrances, on fences, and through-out buildings
 - Including information in Staff and Student Handbooks
 - Posting information t District webpage
- 704.4 Reporting** – No school employee who in good faith reports any known or suspected use, possession, or distribution of alcoholic beverages, mood-altering substances, or illicit drugs shall be held liable for any civil damages as a result of such report or efforts to enforce district policies.
- 704.5 Support Services** – Referrals for resources to assist with overcoming tobacco addictions may be made for those who are found to be in violation of this policy.

Board Adoption 8/14/18

705 Video Monitoring in Classrooms

The Estancia Municipal School District's Board of Education recognizes the value of video monitoring systems in promoting and protecting the health, welfare, and safety of its students and staff. For this purpose, the Board authorizes the use of video monitoring in classrooms throughout the District. This policy intends to address the District's safety and security needs while preserving individual privacy rights and providing transparency about the use of video monitoring.

Use of Video Recordings

1. Video monitoring will be used in accordance with District policy and local, state, and federal laws.
2. Video recordings directly related to one or more students will be considered educational records and may only be used in accordance with the Family Educational Rights & Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.

3. Video recordings of District employees are public records subject to disclosure under the Inspection of Public Records Act (IPRA) unless exempted under NMSA 1978, § 14-2-
4. Video recordings will not be used for teacher evaluations or monitoring.
5. Video monitoring footage will not be monitored in real time and video recordings will not be reviewed regularly.
6. Video recordings that document possible violations of law or district policy may be used as part of an investigation and subsequent disciplinary action against an employee or student. Any video recordings used to support disciplinary action against an employee or student will be retained in accordance with applicable state retention laws.

Notification to Students and Staff

1. At the beginning of each school year, the District shall provide advanced written notice to students, parents, and staff of the presence and location of video camera(s) used in the classroom setting in accordance with Board Regulation 705.
2. The District will provide subsequent notice of any video camera(s) installed in any classroom after the beginning of the year in accordance with Board Regulation 705.
3. Video monitoring will not become operational in classrooms until seven (7) calendar days after providing notice to students, parents, and staff.
4. Signs indicating the presence of video monitoring will be prominently displayed at the entrance of each classroom subject to video monitoring.

Placement and Operation of Video Monitoring Cameras

1. Video monitoring may be utilized in any classroom where the Superintendent determines it will promote and protect the health, welfare, and safety of students or staff.
2. Video cameras may not be installed in restrooms, locker rooms, changing rooms, private offices, or the interior of any other area in which students or staff have a reasonable expectation of privacy.
3. The use of audio recording is strictly prohibited.
4. The use of video monitoring may be discontinued in any or all classrooms in accordance with the procedures set out in Board Regulation 705.

Access to Video Recordings

1. Classroom video recordings may be accessed by the Superintendent or designee and any school official with a legitimate educational interest in the recordings. A school official generally has a legitimate educational interest if the official needs to review the recording in order to fulfill his or her professional responsibility.
2. District personnel responsible for the operation or maintenance of the video equipment or video recordings will have access to the equipment and recordings only to the extent necessary to ensure the functionality of the equipment.
3. Unless otherwise provided for in this policy or corresponding regulation, the Superintendent or designee must authorize all access to video recordings.
4. Requests to inspect video recordings are governed by the procedures set out in Board Regulation 705.
5. A person may notify the District of an alleged incident occurring in a classroom setting where video monitoring is in use by following the procedures set out in Board Regulation 705.
6. The District will maintain a log of all access to classroom video recordings in accordance with Board Regulation 705.

Incident Reports

1. A person may notify the District of an alleged incident occurring in a classroom setting where video monitoring is in use by completing a Student Concern, Grievance, or Complaint Form. The procedures for making and responding to an Incident Report are set out in Board Regulation 705.
2. The Student Concern, Grievance, or Complaint Form may be obtained from the District website, Student Handbook, and School Office.

Storage and Retention

1. Video recordings will be stored in a safe and secure manner whether on on-site or off-site physical media or in cloud storage.
2. Video recordings will be stored on the video recording devices, where they will be automatically overwritten after fourteen (14) calendar days unless a request is made to archive specific footage.
3. The District will retain video recordings for a minimum of 14 calendar days after the date of recording. The District may retain video recordings for a shorter time if the minimum 14 calendar day retention schedule is impractical.
4. The District will attempt to preserve video recordings of reported incidents and video recordings requested for inspection in compliance with Board Policies and Regulations. The District may not be able to preserve videos if reports are submitted less than five (5) days before automatic overwriting occurs.

Authority

The Superintendent is responsible for developing procedures in accordance with this policy.

REFERENCES:

Board Policy 613, Relations with Other Agencies

Board Policy 304.21, Student Records

LEGAL REFERENCES:

20 U.S.C. § 1232g; 34 CFR Part 99, The Family Educational Rights and Privacy Act (FERPA);

1.21.2.1 NMAC et seq., The Functional Records Retention and Disposition Schedules (FRRDS);

NMSA § 30-9-20, Voyeurism prohibited; penalties.

NMSA § 30-12-1, Interference with Communications

Board Adoption 9/17/2019

706 USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate Use of Electronic Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, and any computer-accessible source of information, whether from hard drives, tapes, compact disks (CDs), floppy disks, flash drives, memory cards or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to receive instruction in and follow its guidelines and procedures for appropriate use. Instruction in appropriate online behavior shall include how to interact with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary action.

Each user will be required to sign and EIS user agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed, and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Web and Internet Publishing

Documents created for the Web must have a purpose that falls within at least one (1) of the following two (2) categories:

1. Support of curriculum, instruction and learning and
2. Communication with parents and the community.

All information must accurately reflect the mission, goals, policies, program, and activities of the School District. All subject matter should relate to curriculum, instruction, and general information that is appropriate, or it should relate to activities of the District or the schools within the District.

Filtering and Internet Safety

The District shall provide for technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to use of the computers by students, harmful to students. The protective measures shall include monitoring the online activities of students, rules against and education about cyber bullying, and internet safety instruction.

Limits, controls, and prohibitions shall be placed on student:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.
- Unauthorized online access or activities.
- Unauthorized disclosure, use and dissemination of personal information.

Electronic communication directed at a student, that is published with the intent that it be seen by or disclosed to that student and that substantially interferes with the student's ability to participate in or benefit from the services, activities or privileges provided by the public school are prohibited.

The Superintendent is responsible for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

LEGAL REF.: [20 U.S.C.9134](#), The Children's Internet Protection Act
[47 U.S.C. 254](#) Communications Act of 1934 (the Children's Internet Protection Act)

Board Adoption 4/15/2021