

Gallup-McKinley County Schools



Wellness Manual 2019-2020

Wellness Advisory Council
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Vision
Hozhogo Naasha Dooleel (Walk in Beauty)

Mission Statement

The mission of the Wellness Advisory Council is to recommend policies and partnerships that promote wellness and create supportive environments for and with students, families, and communities.

We, the Wellness Advisory Council (WAC), met monthly during the 2018-2019 school year to develop this Wellness Manual for Gallup-McKinley County Schools. We believe that all students have the right to free and public education in educational environments that promote health and wellness. This manual was developed thoughtfully to ensure that all cultural and religious beliefs, practices, and values are respected.

It is the intent of the WAC to meet on a regular basis to ensure that the Wellness Manual is revised and updated to reflect the changing federal, state, and tribal policies and regulations in regards to health and wellness.

Note: The Wellness Advisory Council serves as the School Health Advisory Council (SHAC) for the district. Local SHAC activities are specific to School-Based Health Centers where they exist in schools.

Gallup McKinley County School District Wellness Manual

Family, School and Community Involvement

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

The family, school and community involvement component promotes long-term effective partnerships between families, schools, and communities in the planning and implementation of health promotion activities, projects and events both within the school and throughout the community. The partnership can encourage and sustain environmental changes and policies that support health, wellness and healthy lifestyles for children and their families.

The Wellness Manual is available for parent and community review on the district website and each school within the district is provided a copy of the district's Wellness Manual.

Requirement Each local Board of Education shall establish a district School Health Advisory Council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), community resources and community member(s).

The Wellness Advisory Council shall have the responsibility to make recommendations to the local school board in the development or revision, implementation, and evaluation of the school district wellness manual. The School Health Advisory Council shall meet for this purpose five to six times annually. The GMCS Wellness Committee will inform and update the public – including parents, scholars and instructors – at least annually about content and implementation of the wellness manual and the school nutrition environment. The committee will update the public about content and implementation of the wellness manual, the extent to which schools are in compliance, and progress made in attaining the goals of the manual. The committee will submit annual progress reports and conduct periodic assessments (every three years or more) of wellness manual implementation to ensure compliance and to ensure that goals are being met. Updates will be made yearly and presented to the GMCS Board of Education for review and possible approval.

Goal: The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools and communities support the development and the maintenance of this comprehensive learning environment.

Activities: The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness manual rule (6.12.6.6 NMAC). The PED required activities are *expected* to be included in every wellness manual submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

PED required activities:

- Assign responsibilities to the School Based Health Advisory Council members (SHAC) and to the Wellness Advisory Council members to develop, implement, monitor and evaluate the district wellness manual.
- Create guidelines to provide physical activity opportunities to students before, during and/or after school.

- Follow USDA guidelines for ALL foods and beverages sold in school to include the sale of “Competitive/ Non-Program” foods and foods sold for “Non-Exempt” Fundraiser
- Create guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19. NMAC. The Wellness Advisory Council has formed partnerships with health alliances and services that provide current health education curriculums. They include the Alliance for a Healthier Generation, New Mexico Department of Health Student Advocates, New Mexico State University Extension Service nutrition and health education curricula and Healthy Kids New Mexico.
- Create guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. Curriculum sources include Alliance for a Healthier Generation, Healthy Kids New Mexico and the New Mexico State University Extension Service.
- Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
- Create a school safety plan at each school building focused on supporting health and safe environments and including, but not necessarily limited to, prevention, policies and procedures, and emergency response.
- Create a plan addressing the health service needs of students in the educational process.
- Create a plan addressing the staff wellness needs that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.
- Create a plan for measuring implementation and evaluation of the Wellness Manual. (See evaluation tools in the appendix section of this manual manual).
- Each GMCS school will create a fully functioning wellness committee to meet periodically to assess the school's wellness needs. The wellness committee is charged with operational responsibility for ensuring that each school fulfills the district's wellness manual.

Other activities:

- Review contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of little nutritional value.
- Increase community awareness of student health needs.
- Partner with community to support policies and programs.
- Collaborate with Gallup Indian Medical Center and the New Mexico Department of Health to develop processes for surveillance of Body Mass Index (BMI) and other wellness measures.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau - online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey - online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Manual rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Improving School Health: A Guide to School Health Councils, American Cancer Society, Inc., 1999: http://actionforhealthykids.org/filelib/resources/Ntl_Guide_to_SHAC.pdf.
8. Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils, Iowa Department of Public Health, 2000: http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp.
9. Team Nutrition: Local Wellness Manual. A team of community members must be involved in the development of each local wellness manual. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tnlHealthy/wellnessmanual.html.
10. Fit, Healthy and Ready to Learn, National Association of State Boards of Education, provides detailed guidance for development of school health manual following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html
11. Changing the Scene: Improving the School Nutrition Environment, a joint publication released by USDA's Team Nutrition and CDC, provides a roadmap for assessing and improving school policies, in order to provide students with a healthy school nutrition environment. In the classroom students are taught to eat healthfully and to be active, but they also need the opportunity to practice those behaviors. Wellness policies combine education with practice to create healthful school environments and encourage healthy behavior: www.teamnutrition.usda.gov/Resources/changing.html
12. Coordinated Approach to Child Health (CATCH), an intervention based on a trial funded by National Heart, Lung and Blood Institute, supports the need for involvement by school food service and family reinforcement to create an environment that allows children to make necessary changes in health behaviors: www.sph.uth.tmc.edu/catch/

Health Education Component

Definition: Health Education means the instructional program that provides the opportunity to teach and to motivate all students in maintaining and improving their health and to prevent disease and to reduce health-related risk behaviors. Health education helps students to develop and demonstrate the knowledge, attitudes and skills they need for making health-promoting decisions, achieving high literacy, adopting health-enhancing behaviors and promoting the health of others. Comprehensive school health education addresses a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury preventions, sexual health, tobacco use and violence prevention. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Requirement: The wellness manual shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

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

Activities: The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district Wellness Manual rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness manual submitted to the PED. Component two (II) includes other activities the school health advisory council has created in addition to the requirements that are specific to the needs of the local school district.

PED required activities:

- The Wellness Manual shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health. The health education curriculum will be aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. Within the context of the Physical Education courses, assistance is provided through our stakeholders, Indian Health Services and the Health Promotion Disease Prevention Program (HPDP) which provide training and activities to promote wellness and health education to ensure our students are learning the life skills for good health maintenance.
- All schools will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- All school districts shall implement a manual that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards. The manual includes, but is not limited to, the process for parents to request an exemption from the parts of the health education curriculum that addresses the sexuality performance standards and how alternative lessons are established for the exempted parts of the curriculum. Students will be responsible for materials provided in the classes on their End of Course Evaluations.
- Gallup McKinley County School graduation requirement is aligned with the PED requirement of .5 credits of Health Education offered in either the middle school or high school.

- Lifesaving skills including psychomotor CPR, Automated External Defibrillator (AED) and Abdominal Thrust are included in the required Health Education Courses, as stipulated by the PED Standards.
- All school shall provide instruction about HIV and related issues in the curriculum of the required health education content area to all students in the elementary grades, in the middle/junior high school grades, and in the senior high school grades as set forth in 6.12.2.10.C NMAC.

Other Suggested Activities from the GMCS Wellness Council:

- Health education lessons should be taught in a manner that is culturally sensitive.
- Health education lessons are taught using a variety of instructional strategies to comprehend concepts related to health promotion and disease prevention to enhance health (i.e. role playing, projects, media literacy, etc.)
- Utilize a health education model that is integrated into various classroom curricula
- Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (School Health Institute, Head to Toe, NM Association for Health, Physical Education, Recreation and Dance).
- A reading list from the UNM-G Diabetes Prevention Specialist Program will be made available for use by high school students.
- Pursue implementation of the Diabetes awareness peer-teaching with the Navajo Area Indian Health Services Health Promotion and Disease Prevention curriculum, especially the **Diabetes Education in Tribal Schools (DETS)**.
- Address the issue of underage tobacco (to include e-cigarettes and vapor tobacco) use and exposure to second-hand smoke.
- Encourage the utilization of social norms, strategies and marketing for the promotion of good nutrition & physical activity.
- Promote effective media literacy and technology programs at all grade levels.
- Use classroom small group instruction, opportunities for scholars to engage in meaningful discussions and role playing regarding HIV and other health education topics such as suicide, nutrition, bullying, teen dating, teen pregnancy, violence, and substance abuse.
- Health education, based on an assessment of student health needs and planned in collaboration with the community, ensures enforcement of health messages that are relevant for students and meet community needs (to address chronic issues/health conditions that are prevalent in our community, i.e., obesity, chronic conditions, consumption of energy drinks, diabetes) and reassures families, students, school staff that safety and health protection measures are in place.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Health Services Component

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

Requirement: The wellness manual addresses the health services needs of students in the educational process.

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

Activities: The PED required activities are expected to be included in every wellness manual submitted to the PED. The activities below are broken up into two components. Component one (I) includes the PED requirements that are outlined in the school district wellness manual rule (6.12.6.6 NMAC). Component two (II) includes other activities the school health advisory council has created in addition to the requirements that are specific to the needs of the local school district.

PED Required Activities:

- District wellness manual includes a plan addressing the health services needs of students in the educational process.
- Provide coordinated, accessible health and mental health services for scholars, families and staff.
- Per the U.S. Office of Special Education (OSEP), students with healthcare needs that may “affect or have the potential to affect safe and optimal school attendance and academic performance requires the professional nurse to write an Individualized Health Plan (IHP) in collaboration with the student, family, educators and healthcare providers.” The IHP should be reviewed annually at a minimum. The need for an IHP is based upon each child’s required health care, not upon “educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973.” The IHP should be attached to the student’s IEP or 504 plan based upon the student’s needs. (See the PED School Health Manual, Section V: Individualized Healthcare Plans for Institutions.)
- District manual acknowledges that all students enrolled in the public, nonpublic or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD) under the Department of Health (DOH) with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted. 7.5.3 NMAC: Vaccinations and Immunizations Exemptions: An exception is provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistance Act, children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records. The enrolling school must immediately refer

the parent or guardian or the child or the youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining the necessary immunizations or immunization or medical records.

- District manual acknowledges all public and nonpublic schools must grant to any student in grades Kindergarten through 12 authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medications as well as the right to self-manage their diabetes self-management in the school environment as long as certain condition are met. Such rules are established in 6.12.2.9 NMAC Student Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the School Setting. More information on medications in school may be found in Section VI of the 19 New Mexico School Health Manual. See manual JLCD on Self Administration of Medications for current compliance.
- District manual acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first and third grade and for transfer and new students in those grades, unless apparent affirmatively prohibits the visual screening. For those students who are having difficulty accessing the general curriculum and are in the Student Assistance Team, vision and hearing screenings are required to rule out vision or hearing as a root cause for student difficulty. The Save our Children's Sight Fund, created in 2007, through 7.30.10 NMAC further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards. Students who qualify as homeless under the McKinney-Vento Program are provided glasses and eye examinations when needed. Students who do not meet the criteria for McKinney-Vento, but who do need glasses and have no funds, are referred to the LIONS CLUB of Gallup and to the Johnson O'Malley Program for services.
- District manual ensures that all student with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as evident in 6.12.2.10 NMAC Human Immunodeficiency Virus (HIV).

Other Suggested Activities from the GMCS Wellness Council:

- Services provide a linkage to school and community health resources (e.g., primary care, public health, community health agencies and faith based groups, school-based health centers).
- All students who are under Special Education are provided an Individualized Health Plan if there are concern that require particular attention to their physical health or mental health.
- Students who do not meet criteria for Special Education, but for whom there are medical or mental health concerns, are referred for a 504 Plan to provide them with services and accommodations to assist in their accessing the general curriculum. These are reviewed on a yearly basis in general, but when their needs change due to medical or mental health concerns, the 504 is convened on an as needed basis.
- Within the Individualized Health Plan or the 504, it is determined by the team whether the student will be provided permission to carry asthma or anaphylaxis treatment medications on their person, in accordance with NMAC. In general, the manual of the district is that these medications are to be maintained within the Health Office and are available to the student when needed with oversight from the Health Assistant.
- For those students who are identifying themselves as LGBTQ, they are given the opportunity for an Individual Support Plan which identifies accommodations needed to guarantee that these students are provided a safe and healthy access to meeting the general curriculum

- Students services include, but are not limited to, preventive services, behavioral health services, screenings and referrals, evaluations and assessments, first aid and emergency care, follow-up care, school safety, health education and ancillary services as provided through IDEiA (Individuals with Disabilities Education Act).
- Services for students are provided in partnership with students, parents, staff, community and providers, i.e. Indian Health Services, Presbyterian Medical Services, Navajo Nation Department of Health. District School Counselors are provided professional development opportunities such as workshops, conventions and collaboration for the purpose of receiving the latest information, innovations and ideas in their field and implementing them in their areas of expertise.
- Health service programs shall meet all reporting, record keeping, confidentiality and licensing requirements.
- The district maintains comprehensive school based health services in collaboration with medical and mental health providers within the county.
- A phased-in plan is established to increase the staff to student ratio for nurses to a level recommended by the National Association of School Nurses (NASN) and Healthy Schools 2012. The minimum ratio is one (1) nurse to 750 scholars.
- Align the school nurse and school-based health center partnerships with the shared vision of collaboration as characterized by the joint statement adopted by the National Association of School Nurses (NASN).

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Healthy and Safe Environment Component

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

Requirement: The GMCS Wellness Manual shall include school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.

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

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness manual rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness manual submitted to the PED. Component two (II) includes other activities the GMCS Wellness Advisory Council has created in addition to the requirements that are specific to the needs of the local school district.

PED Required Activities:

- School site wellness committees will create school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.
- School sites to perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC.

Other Suggested Activities from the GMCS Wellness Council:

- All schools will use Crisis Response Team (CRT) recovery strategies and include these in the safe school plans. All staff within the district will complete the SAFE SCHOOLS on line training on Active Shooter. ALICE Trainings are provided at each school site each year.
- All schools will provide preventive programs, safety procedures and appropriate training for students, teachers and staff that support personal safety and a violence/harassment-free environment. These include a SAFE SCHOOLS on line training addressing "Sexual Harassment: Student Issues and Response" and "Sexual Harassment: Staff to Staff."
- All school buildings and grounds, structures, buses and equipment will meet current safety standards and be clean, safe and in good repair.
- All schools will abide by district policies that create an environment free of tobacco, alcohol and other drugs.
- All schools will utilize their respective Advisory School Councils (ASC) and school site wellness committees to review activities for health and safety and assure diverse cultural appropriateness.
- The district will establish a healthy advertising campaign to remove all unhealthy commercials, ads & logos and replace with advertisements for healthy eating, exercise, hand washing, tooth brushing, etc.

- The district will follow Public School Facilities Authority (PSFA) healthy building standards for all new or major remodeling work.
- The district will maintain the staff to student ratio for counselors at a level recommended by the American School Counselor Association, as funding is available.
- The district will utilize the Center for Disease Control's (CDC) and/or PandemicFlu.gov Crisis Planning Check Lists for schools and communities.
- The district will explore safe & healthy after school options in partnership with After School Technical Assistance Collaborative (ATAC), NM Out-of-school Time Network (OST), Boys & Girls Clubs, NIYLP, Scouts, Navajo Coordinated School Health, etc. for during and after school access to students and families as determined appropriate at each school site.
- The district will promote the design and construction of healthy, high performing school buildings & re-modeling projects in accordance with PSFA standards by having a Wellness Council member and/or input on all design & planning committees.
- The district will assure adherence to "Hazard Analysis and Critical Control Point System" (HACCP).
- The district will build and maintain effective relationships with Local Emergency Preparedness Council (LEPC) and other emergency responders to develop and maintain written emergency procedures plans. Follow ALICE (Alert, Lockdown, Inform, Counter and Evacuate, and Active Shooter Training) protocol. ALICE procedures taught to schools by local law enforcement agencies.
- The district will maintain a school community program to address teen suicide and depression in a culturally appropriate manner.
- The district will provide training opportunities for suicide, bullying, domestic violence, obesity, diabetes, drugs and alcohol abuse prevention and promote healthy relationships, community health, and teen health and involve school students to provide leadership and input into the topics selected at each school.
- The district will research local, tribal, state and national policies, health related data, and make recommendations to the district's Anti-Bullying Manual and the Student Behavior Handbook.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Staff Wellness Component

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

School Staff Wellness Programs offer the following:

1. Opportunities for the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.
2. Opportunities that support staff health-promoting activities focused on skill development and lifestyle behavior change.
3. Encouragement for staff to serve as healthy role models
4. Support for Farm to School programs and edible gardens
5. Opportunities for family engagement and family wellness activities (ex: TV Turn-Off Week, 5.2.1.0 Challenge, family cooking activities) supported by the USDA and Healthy Hunger Free Kids Act.

Requirement: The wellness manual shall include a plan addressing the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Part III.

Goal: The goal of staff wellness is to promote activities for staff that are designed to promote the physical, emotional and mental health of school employees as well as to prevent disease and disability.

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness manual rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness manual submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

PED Required Activities:

- Create a plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the Americans with Disabilities Act, Part III.
- All school district employees are to be guaranteed the right to privacy in the case of being infected with HIV and these employees will be guaranteed safety and confidentiality.

Other Suggested Activities from the GMCS Wellness Council:

- Provide staff the opportunity to participate in a health promotion program focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks etc).
- Provide staff with accurate, evidence based information or activities related to exercise, stress management and nutrition and include Wellness Council, fitness gyms, and other information booths at teacher orientations. Each school site has been provided physical fitness equipment that is available for staff use.

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- Promote school employee discount options with all area fitness businesses, public gyms & pools. Arrangements are made for staff only aquatic center sessions.
- Promote a cultural of wellness among all district adults who serve as role models.
- Utilize the services of the Navajo Coordinated School Health programs in all schools to promote staff wellness. Staff are provided opportunities to participate in physical activities at schools site for Zumba, Fun Runs and other physical activities.
- School violence & incidents reports are collected. School Safety Plans implement a systems process to reduce potentials for school violence.
- Encourage the use of & provide access to the USDA Pyramid for Kids web site among all students and the Pyramid for adults.
- Staff having medical issues have the opportunity to utilize FMLA and they may apply for the Sick Leave Bank.
- Provide both school site & district based mechanisms to address staff identified stressors. The District uses the Alliance for a Healthier Generation school site wellness survey and GMCS Wellness Advisory Council analyzes that information for developing next steps.
- Create a comprehensive screening & referral process to address health issues for all employees.
- Allow all food service meals to be available to staff at a minimal cost for adult portions providing that staff eat with students.
- Provide in-service programs on professional courtesy & quality management for all support staff.
- Provide a listing of resources for supporting mental health and well-being for staff. GMCS Staff have the opportunity for free counseling, up to six sessions, at Alliance of Gallup, a mental health agency.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Social and Emotional Well-Being Component

Definition: Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

Requirement: The wellness manual shall include a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

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

Activities: The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness manual rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness manual submitted to the PED. Component two (II) includes other activities the GMCS Wellness Advisory Council has created in addition to the requirements that are specific to the needs of the local school district.

PED Required Activities:

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

Other Suggested Activities from the GMCS Wellness Council:

- All schools will provide an environment in which students are able to request assistance when needed through the implementation of identified programs and resources.
- All schools will provide a supportive school environment that links to community resources by using confidential referral.
- All schools will address teen dating violence through education/intervention in partnership with Battered Families of Gallup, NM, Sexual Assault Services and other community partnerships. Sexual Assault Services of NW New Mexico, New Mexico Coalition of Sexual Assault Programs will provide training for students, 4-12 on "Child Sexual Abuse Awareness, Abuse and Prevention," "Sexual Assault 101," "Mandatory Reporting," "Safe Dates."
- The district counseling department will adhere to the "American School Counselor Association's National Model: A foundation for School Counseling Programs".
- The district will partner with Sexual Assault Services and HPDP and the LGBTQ Initiative and will implement the Navajo Nation Character Development Standards to strengthen the social and emotional well-being for students and consult with traditional practitioners regarding the social and emotional well-being when the school is affected by cultural incidents that may require traditional practices.
- All district employees are required to take the SAFE SCHOOLS on line courses that address "Child Abuse and Neglect Detection." As a follow up to these trainings, school counselors are required to present each semester a training on detection and reporting of Child Abuse.
- Gallup McKinley County Schools adheres to a No Alcohol, No Tobacco, No Substance Abuse Policy which is visible on the entrance at all schools. Reporting of Alcohol, Tobacco and Substance Abuse is addressed in the GMCS Behavior Handbook. Students are provided the opportunity for Substance Abuse Counseling at Gallup Indian Medical Center-Behavioral Health or with a Mental Health Provider of their choice.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Physical Education/Activity Component

Definition: Physical education includes body movements of any type. The instructional program provides cognitive content and learning experiences in a variety of activity areas, including recreational, fitness and sports activities. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthy physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC.

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

Requirement: The wellness manual shall include the guidelines for physical opportunities before, during and after school. A planned, sequential, K-12 physical education curriculum provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC.

Goal: Within the coordinated school health approach, the goal is providing more opportunities for moderate to vigorous physical activity before, during and/or after school.

PED Required Activities:

- The PED required activities are expected to be included in every wellness manual submitted to the PED.
- Schools are encouraged to create guidelines to provide physical activity opportunities to students before, during and/or after school. In working with HPDP, students have opportunities at schools to attend swimming at the Aquatic Center after school; bike training and bike trail adventures, Zumba and dancing activities; golf opportunities and tennis opportunities. HPDP have provided these at six of our schools. We have also collaborated with HPDP to have gardens in place at schools which gives students opportunities to learn about healthy produce.

Other Suggested Activities from the GMCS Wellness Council:

- Elementary schools in the district will provide daily recess for all students for at least twenty minutes.
- All schools within the district will prohibit withholding physical activity as a means of punishment in accordance with the Three Tier Model of positive behavior intervention per the PED's Response to Intervention (RTI) framework.
- All schools will provide education on the benefits of physical activity that align with the New Mexico Health Education Content Standards using benchmarks and performance standards as set forth in 6.29.9 NMAC. Students under IDEiA will be provided the opportunity for Adaptive Physical Education based on their IEP to provide these students with the opportunity to engage in physical activities with their peers.
- All students will be required to have one unit of physical education, or an allowable alternative, as required for graduation. For those students who do not participate in physical education, per a

statement from a Medical Doctor and approved by the PED, an alternative offering is provided in which they learn the fundamentals of Physical Education without participating in the actual PE Activities.

- When feasible, schools in the district may encourage walking, biking and skating as transportation modes to and from school. The Safety Guidelines for Walking, Biking and Skating will be shared with students
 - All schools in the district will encourage the use of school facilities outside of school hours, pursuant to GMCS Facilities Usage Agreement Manual.
 - All schools will create a plan, allowing for student choice and movement, to incorporate physical activity into the academic curriculum.
 - All schools plan to promote community-based physical activities (e.g., sports clubs, bike club, hiking club).
 - All schools plan for school-wide physical activities (e.g., family fitness nights, field days, etc.) in collaboration with community resources and to include fun days, family fitness nights, pow-wows, song and dance, fiestas, rodeo etc.
- ✚ District will advocate for following:
- Designation of safe or preferred routes to schools to be provided for students
 - Secure storage facilities for bicycles and helmets
 - The Safety Guidelines for Walking, Biking and Skating will be shared with students
 - Crossing guards are used within proximity of school campus
 - Cross walks on streets leading to schools

Environmental Design:

- The District will identify a plan to ensure that its grounds and facilities are safe and that equipment is available for students to be active.
- The District will conduct safety checks to include regular inspection of playing fields and playgrounds using an approved checklist.
- Monitoring of buildings and grounds procedures will include steps to complete necessary inspections and repairs in a timely manner.

Essential Physical Activity topics in Health Education:

- ✚ The District will work to implement the health education curriculum with the following essential topics on physical activity in grades K-8.
- The physical, psychological and social benefits of physical activity
 - Physical education as a contributor to healthy weight
 - Physical activity as a contributor to academic success
 - How inactive lifestyles contribute to chronic diseases
 - Health related fitness that includes cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
 - Differences between physical activity, exercise and fitness
 - Phases of an exercise session: warm up, workout and cool down
 - Overcoming barriers to physical activity
 - Decreasing sedentary activities such as TV watching, video games and social media
 - Opportunities for physical activity within the community
 - Preventing injury during physical activity

- Weather related safety: avoiding heat stroke, hypothermia and sunburn while being physically active
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching a goal that is in an individualized physical activity plan
- Dangers of using performance enhancing drugs, including steroids
- Social influences on physical activity, including media, family, peers and culture
- ✚ Where possible recess may be offered prior to lunch or snack time.
 - If recess is offered before lunch, schools must have appropriate hand washing facilities and/or hand sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating.
 - In the event that the school or district must conduct indoor recess, staff will follow the indoor recess guidelines that promote physical activity for students to the extent practicable.

Evaluation: See GMCS Wellness Manual Evaluation Form (Appendix A)

Nutrition Component

Definitions: Nutrition means programs that provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. Nutrition Education aims to teach, encourage and support healthy eating by students. Nutrition Education and healthy eating will allow for proper physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention and the ability to resist disease.

Requirement: The wellness manual shall include “Smart Snacks in School: USDA’s “Nutrition Standards for All Foods Sold in Schools “. Standards are accessed at <http://www.regulations.gov>, docket number FNS-2011-0019 for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC. The wellness manual shall include guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC.

Goal: The goal of nutrition is to promote nutrition in academic performance and quality of life, and to ensure the adoption of school policies and USDA Standards which provide adequate nutrition opportunities.

PED required activities:

- Follow USDA nutrition standards for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC.
- Follow USDA standards or Smart Snacks and “All foods sold in schools” for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC.
- Create guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.
- All schools will provide nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. Resources include the Alliance for a Healthier Generation Nutrition Education, NMSU Extension Service Nutrition Education, the American Heart Association Nutrition and Physical Activity curriculum and Healthy Kids New Mexico nutrition education.
- All schools will ensure that students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media in partnership with Envision NM and/or other agencies.
- All students who present with a food allergy will be identified and provided a 504 plan. Working with the Food Service Staff, meals for these students will meet the requirements stipulated by the medical provider and documented in the 504 plan. 504 plans are reviewed at the beginning of each year. Food Service Staff will be made aware of those student presenting with allergies and placed on a 504 plan. For those parents who do wish to have their child placed on a 504, these parents are able to inform the Food Service Staff of Allergies on the Food Service Form in the registration packet which is renewed each year.
- All schools in the district will support the school breakfast program.
- All elementary schools will cooperate with district food service program initiatives designed to enhance nutrition education to include: taste testing in the classroom, Fresh Fruits & Vegetables Program in the mid-morning or mid-afternoon and SNAP-ED.

Other Suggested Activities from the GMCS Wellness Council:

- Whole fruit and salad options are displayed in attractive bowls or baskets at each school site
- Sliced fruit or cut fruit is available daily
- Gallup McKinley County Schools have a large percentage of students presenting with peanut and nut allergies and as a result, our schools are considered “Peanut Free” Schools.
- All staff members have been trained to politely prompt students to select and consume the daily vegetable options with their meals
- White milk is placed in front of other beverages in all coolers. Flavored milk is allowed if non-fat
- A reimbursable meal can be created in any service area available to students
- Student artwork and nutritional posters are displayed within the cafeteria area
- Daily announcements are used to promote and market menu options
- Withholding food, water or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.1 NMAC).

Breakfast

- All schools within the district will support the School Breakfast Program.
- Breakfast in the classroom in the elementary schools
- Grab-N-Go in the secondary schools.

After school snack program

- Snack Program will provide necessary nutrition in after school programs in schools which provide an academic enrichment program for 2nd to 5th grade students
- Intent is to provide necessary nutrition to support attention, memory and to help fight fatigue in the late afternoon
- The Afterschool Snack Program Monitoring Form is implemented four weeks after operation and is reviewed quarterly in Gallup McKinley County School District by the Food Service Program.

Hydration

- All schools have access to water stations in the cafeteria
- Students may have water bottles in the classroom

Educational Activities

- Students are provided the opportunity to work with the Food Services Chefs at schools to learn how to prepare simple meals as part of the Education/Nutrition Program in GMCS
- School sites have to the opportunity to participate in a “Farmer’s Market” at the schools where students learn and sample fruits and vegetables that are not native to New Mexico
- Schools have the opportunity to have students and parents learn about and sample foods from cultures around the world at the Cultural Activity Nights held yearly at each school site
- At all schools, Food Services provides nutritional information for parents during Parent-Teacher Conferences and at all events involving parents.
- At all school sites, Food Services has posted nutritional information for students, staff and parents, informing them of the nutritional needs for a healthy diet

Exempt Fundraisers

- New Mexico allows schools who participate in the USDA Child Nutrition Programs to have a total of 2 exempt fundraisers per semester or trimester term that involve the sale of items to be consumed on campus (NMAC 6.12.5.8).
- Exempt forms are available in the Food Service Office.
- Food/beverages/snacks sold during the exempt fundraisers do NOT have to follow the Smart Snack Nutrition Standards that apply to all other Competitive Foods and Non-Exempt Fundraiser foods.
- Fundraisers that sell items intended to be consumed off of school hours do NOT fall under the Smart

Snacks Nutrition Standards Guidelines

- Organizations, clubs or culinary arts programs offering food for sale at district approved exempt fundraisers may function only at times outside of the school food authority established meal service operation times (7CFR 210.11(a)(b)).

Vending Machines, DECA Snack Bars and fundraisers during school hours

- All food sold to students must have Nutrition documentation on file and be in compliance with Smart Snack standard guidelines within GMCS Food Service Manual.
- Vending machines are checked quarterly to ensure that the foods within them meet FDA requirements
- Our elementary schools have removed vending machines from their premises in an effort to promote healthy nutrition
- No food sales permitted out of teacher's classroom.

Fundraisers

- Schools must meet the minimum requirement in 7 CFR 210.11.
- Food Service staff have provided all schools a procedure form for Fundraisers that may be completed when schools are considering fundraisers that may not meet the competitive food standards. These are limited to no more than two occasions per semester and may not be conducted during meal service or in the food service area. (Appendix B)

Nutrition Standards for Beverages

All schools may sell:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/ SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.
- Beyond this, the standards allow additional “no calorie” and “lower calorie” beverage options for high school students.
- No more than 20-ounce portions of Calorie-free, flavored water (with or without carbonation)
- Other flavored and/or carbonated beverages that are labeled to contain less than (<) 5 calories per 8 fluid ounces or less than (10) calories per 20 fluid ounces.
- No more than 12-ounce portions of Beverages with less than (<) 40 calories per 8 fluid ounces, or less than (<) 60 calories per 12 fluid ounces

Nutrition Standards for Other Foods Available to Students

Wellness Manual goals related to competitive foods or “Smart Snacks “:

- All other foods available and/or sold on school campus during the school day (including fundraisers and celebrations) will meet Federal Smart Snacks standards as well as any additional state nutrition standards that go beyond federal requirements.
- Nutritional information on types of foods and beverages for sale will be made available in each school
- Schools are encouraged to restrict types of foods parents can bring for snacks and classroom celebrations

- Parents are provided a list of healthy party ideas, including non-food celebrations.
- For rewards and incentives, a list of alternative ways to reward children is encouraged..

Policies for Food and Beverage Marketing

Wellness Manual goals related to food and beverage marketing:

- Allow marketing of only those foods and beverages that may be sold on the school campus during the school day which meet Smart Snack requirements
- Prohibit all forms of advertising and promotion of less nutritious foods and beverages on campus

Nutrition Standards for Food

Any food sold in schools must:

- Be a “whole grain-rich” grain product or have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).

Foods must also meet several nutrient requirements:

- Calorie limits: Snack items: < 200 calories and Entree’ items: < 350 calories
- Sodium limits: Snack items < 230 mg and Entrée’ items < 480 mg
- Fat limits: Total fat: < 35% of calories, Saturated fat: < 10% of calories and Transfat: 0 grams
- Sugar limit: < 35 % of weight from total sugars in foods

Note: On July 1, 2016, foods may not qualify using the 10% DV criteria.

Note: On July 1, 2016, snack items must contain < 200 mg sodium per item.

See GMCS Wellness Manual Evaluation Form (Appendix A)

Appendix A GMCS Wellness Manual Evaluation Form

As per school district Wellness Manual Rule 6.12.6.6 NMAC, each school district must develop and submit a plan for measuring implementation and evaluation of the Wellness Manual, including designation of one or more persons within the school district, or at each school, as appropriate, charged with the operational responsibility for ensuring that each school fulfills the district's Wellness Manual on an annual basis.

Gallup McKinley County Schools will put in place the evaluation manual with Administrator's at each school site responsible for convening a committee to establish oversight of the Wellness Manual and conduct the evaluation at the end of the school year to ensure that the Wellness Manual is being implemented at their school site.

Criteria	Yes	No	Comments /Date
GMCS BOE has established a School Based Wellness Advisory Council			
The Wellness Advisory Council is comprised of parents, school food authority, personnel, school board member, school staff and community members			
The Wellness Council Advisory Board meets at least twice a year (minimum) for the purpose of developing revisions, implementation and evaluation of the Wellness Manual			
The Wellness Manual has a designated coordinator who shares responsibility for ensuring that the district's Wellness Manual is being implemented			
The Board of Education for GMCS has adopted physical activity guidelines for before, during and after school.			
Nutrition guidelines for Smart Snacks, beverages, foods and fundraisers during the normal school hours minimally meets USDA guidelines and C of 6.12.5.8 NMAC.			
Vending machines are not accessible for students in the elementary school building			
Vending machines in the middle school and high school buildings are checked monthly to insure that the content meet USDA guidelines and C of 6.12.5.8 NMAC			
School Adheres to the USDA Guidelines for incentives and celebrations			
School Fundraisers takes place within the constraints of the Wellness Manual and are held off campus or during after school hours			
Guidelines for a planned, sequential, K-12 health education curriculum addresses the physical, emotional, mental and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC			
Guidelines for a planned, sequential K-12 physical education curriculum provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.3.20 NMAC			

Students have the opportunity to participate in physical activities before, during and after school			
Students are provided time for physical activity at lunch recess and for twenty minutes during the day			
A plan addressing the behavioral health needs of all students in the education process by focusing on students' social and emotional well-being is in place at school site			
School adheres to the Crisis Response Team Manual when a student presents with suicide ideation or issues of self-injury			
Student with medical and emotional needs have their needs met in an Individualized Health Plan which is part of a 504 or an IEP			
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and response			
School has conducted either an ALICE Training or an Active Shooter Training during the course of the school year			
Fire Drills (2 in the first month and monthly thereafter), Shelter in Place Drills (one a semester at a minimum), Lock Down Drill (one a semester at a minimum)			
A plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American Disabilities Act Part 3			

Appendix B

Procedure Forms for Fundraisers during school hours

- 1. Request EXEMPT FORM from GMCS Food Services, located at the Student Support Building**
- 2. Fill out form and return form to GMCS Food Services for APPROVAL**
- 3. APPROVED by GMCS Food Services**
- 4. Will be notified of approval by Food Service Manager**
- 5. Approval of Exempt Form will be on file at GMCS Food Services at Student Support Building**

MIKE HYATT
SUPERINTENDENT

TIM BOND
ASSISTANT SUPERINTENDENT

GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS
GALLUP, NEW MEXICO



NEAL CUNNINGHAM
SFE-FOOD SERVICE DIRECTOR

LINDA GALLEGOS
FOOD SERVICE MANAGER

TO: Dear Administrator
FROM: Neal Cunningham Food Service Director, Linda Gallegos, Food Service Manager
DATE: August 8, 2018-19 SY
SUBJECT: Gallup McKinley County Schools Exempt Form.

Please fill out the information below, sign and return to Linda Gallegos via fax or email. Thank you

School Name:

Principal Name:

Date requesting:

Date of exemption for fund raising:

Please circle the appropriate information:

FIRST SEMESTER :	FIRST EXEMPTION	SECOND EXEMPTION
SECOND SEMESTER :	FIRST EXEMPTION	SECOND EXEMPTION

PRINCIPALS SIGNATURE: _____

DATE: _____

If you have any questions about the program please feel free to contact us at (505) 721-1126 or 1127 FAX: 721-2288

Sincerely,

Chef Neal Cunningham Director of Food Service



Non-discrimination Statement:

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish) USDA is an equal opportunity provider and employer.

We are here for the development of the whole child. Body, Mind, & Spirit

P.O Box 1318 • 640 South Boardman Drive • Gallup, New Mexico 87305-1318 • (505) 721-1125 • FAX (505) 721-2288

Appendix C

School Health Advisory Council (SHAC) Members

Per the Public Education Department Wellness Manual rule 6.12.6 NMAC, all New Mexico local school boards of education shall establish a district/charter School Health Advisory Council (SHAC) that consists of parents, school food authority, personnel, school board members, school administrators, other school staff, student (s) and community members,

The SHACs are responsible to meet at least two times annually to make recommendations to the local school board in the development, implementation and evaluation of the wellness manual (Healthy Schools Report Card).

Each school district/charter school is to identify a wellness manual champion (s) within the school district/charter school, or at each school, as appropriate, charged with the operational responsibility for ensuring that each school fulfills the district's/charter school's wellness manual.

Name	Role	E-Mail	Phone Number
Mary Lindenmeyer	Wellness Manual Lead	mlindenm@gmcs.k12.nm.us	505-721-2240
Kathy Polich	School Staff	kpolic@gmcs.k12.nm.us	505-721-3008
Lisa Blanco	School Staff	lblanko@gmcs.k12.nm.us	505-721-1024
Neal Cunningham	School Food Authority Personnel	ncunning@gmcs.k12.nm.us	505-721-1126
Linda Gallegos	School Food Authority Personnel	lgallego@gmcs.k12.nm.us	505-721-1126
Adam Berry	Parent	City of Gallup	806-535-6477
Twila Becenti Fundark	Community Member	Twila.Becenti-Funda@state.nm.us	
Tonilisa Nezz	Community Member	Tonilisa.Nezz@ihs.gov	505-722-1600
Savannah Six	Community Member	Savannah.Six@ihs.gov	505-722-1600
Collen Hoskie	Community Member	Colleen.Hoskie@ihs.gov	505-721-1600
Debra Martinez	Community Member	Dmartinez@gallupnm.gov	575-649-8816
Cynthia Gasdia	Community Member	Cynthias.gasdia@pmsnm.org	505-721-2681
Juliana Dooley	Community Member	jdooley@rmchcs.org	
Racheal Kilgore	Community Member	RachealK@sasnwnm.org	505-399-5940
Rhonda Goodenough	Community Member	Rhonda.goodenough@state.nm.us	505-722-7857
Betsy Clark	School Food Authority Personnel Menu Planner	Bclark1@gmcs.k12.nm.us	505-721-1148
Leslie Bevry	Community Member	NMDOH	505-863-4561
Natalie Lovato	Coordinator of School Nurses	Nlovato@gmcs.k12.nm.us	505-721-1800
Nicole Lujan	Community Member and Parent	nlujan@gallupnm.gov	505-728-2834
Brittanny Chiapetti	Community Member SNAPSA	bchiapetti@co.mckinley.nm.us	505-726-8249
Michael Schaaf	School Board Member	No email	505-721-1000

