

- Carefully read and discuss the statements with your school health advisory committee.
- Check the most appropriate box for each activity.
- Use suggested supporting documents to help you provide rationale for your selected box.

| | | | |
|---|--|----------------------------|--|
| School Year (check) | Semester (check) | | |
| <input type="checkbox"/> 07-08 <input type="checkbox"/> 08-09 | <input type="checkbox"/> Semester 1 <input type="checkbox"/> Semester 2 | School Name (Print) | Principal (Print First & Last Name) |
| School Wellness Lead (Print First & Last Name) | APS ID (6 digits) | Phone | Email |

| 1. FAMILY, SCHOOL & COMMUNITY INVOLVEMENT | | | | |
|---|------------------------------|------------------------------------|--------------------------|--------------------------|
| <p>A. Definition: An integrated family, school and community approach to planning, implementing, and supporting health programs and projects for enhancing the health and well-being of students and staff.</p> <p>B. Goal: The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that promotes student health and supports academic achievement through effective partnerships among families, schools and communities.</p> <p style="text-align: center;"><i>Check (✓) One Box Which Best Describes the <u>Current Level of Implementation</u></i></p> | | | | |
| Required Activities: | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 100. Your school has a designated committee charged with the wellness plan content oversight. This committee can be an existing committee (such as the safety committee) or a separate school wellness committee. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 101. This committee minimally consists of: school administrator(s), parent(s), school food service staff, teachers, school staff, student(s), and community member(s). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |
| List committee members and title: | | | | |

| 2. NUTRITION | | | | |
|---|------------------------------|------------------------------------|--------------------------|--------------------------|
| <p>A. Definition: Integration of programs that provide access to a variety of nutritious, affordable and appealing meals and snacks for students; nutrition education; and an environment that promotes healthy eating behaviors.</p> <p>B. Goal: The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate opportunities to be able to encourage and support healthy eating by students.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities: | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 200. Food & beverages sold in vending machines minimally meet the NM regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 201. Food & beverages sold a la carte (snack bars) minimally meet the NM regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 202. Food & beverages sold as fundraisers during school hours minimally meet the NM regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 203. Food & beverages sold as fundraisers before & after school hours minimally meet the NM regs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 204. Your school provides 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. <i>(IC issue)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 3. PHYSICAL ACTIVITY | | | | |
|---|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Body movement of any type which includes recreational, fitness and sport activities. <i>Note: physical activity is a component of, but is not a substitute for, quality physical education. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.</i></p> <p>B. Goal: The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities: | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 300. Your school provides opportunities for all students to participate in before, during and/or after school physical activity programs outside of physical education programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 301. These opportunities are diverse and developmentally appropriate activities for all students of a competitive and non-competitive nature. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 302. Your school provides education on the health benefits of physical activity that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.30.2.19 NMAC. <i>(IC issue)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 4. PHYSICAL EDUCATION | | | | |
|--|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Instructional content, process, and performance standards for physical education based on NM standards.</p> <p>B. Goal: To provide students with physical education using appropriate practices to assure that all students are able to learn and develop the skills, knowledge and attitudes necessary to be physically active.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities: | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 400. Your school provides a planned, sequential, physical education curriculum that is aligned to the NM physical education content standards with benchmarks and performance standards. <i>(IC issue)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 5. HEALTH EDUCATION | | | | |
|--|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Instructional content, process, and performance standards for health education based on NM standards.</p> <p>B. Goal: The goal of a comprehensive health education curriculum within a coordinated school health approach is to provide opportunities for students to acquire life skills in order to attain personal, family, community, consumer and environmental health.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities <i>(All are IC issues)</i> | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 500. Your school provides a planned, sequential, health education curriculum that addresses the physical, mental, emotional and social dimensions of health, and aligns to the NM health education content standards with benchmarks and performance standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 501. Your school provides activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 502. District policy/procedure has been implemented that insures 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 503. Your school provides instruction about HIV and related issues in the curriculum of the required health education content area to all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 6. HEALTHY & SAFE ENVIRONMENT | | | | |
|--|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: The physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.</p> <p>B. Goal: The goal of a healthy and safe environment is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the <u>Current Level of Implementation</u></i> | | | | |
| Required Activities | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 600. Your school has created a school safety plan that includes prevention, policies & and procedures and tactical emergency response plans that focus on supporting healthy and safe environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 601. Your school’s buildings and grounds, structures, buses and equipment meet current safety standards and fire codes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 602. Your school provides safety procedures and appropriate training for students, teachers, parents, and staff that support personal safety and a violence/harassment-free environment (such as OSHA, child abuse, suicide prevention, bullying, and lockdown). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 603. Your school performs 12 emergency drills annually, consisting of nine fire drills, two shelters in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 604. Your school abides by district policies which create and promote an environment free of tobacco, alcohol and other drugs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 605. Implementation of school-wide prevention programs are based on the needs of your school in coordination with the Health & Wellness Department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 7. SOCIAL & EMOTIONAL WELL-BEING | | | | |
|---|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Services provided to maintain and/or improve student’s mental, emotional, behavioral and social health.</p> <p>B. Goal: The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities <i>(Refer to school counselor’s assessment)</i> | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 700. Your school has an active Health/Mental Health team consisting of at least a nurse, counselor, social worker, and psychologist that meets at least every two weeks to address student specific and school-wide issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 701. Your school has implemented a measurable comprehensive counseling program as outlined in the APS Comprehensive School Counseling Program Guide.* | | | | |
| ⇒ 702. Your school has a written, documented procedure in place for students to request assistance when needed, and all school staff will have annual training/review. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 703. Your school addresses the behavioral health needs of all students in the educational process by focusing on students’ social and emotional well-being. The behavioral health plan includes prevention, early intervention, and tertiary intervention.** | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 704. Your school has implemented the bullying prevention and intervention policy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 705. Your school has an individual student safety plan for students that are exhibiting behaviors that could impact the safety of the students and/or school. | | | | |
| Notes: | | | | |

* Refer to school counseling program audit completed in 2006-07 school year.

** Refer to school counseling program management agreement (8/30/07).

| 8. HEALTH SERVICES | | | | |
|--|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Services provided for students to appraise, protect, and promote individual, family and community health. These include preventive services, education, emergency care, referrals, management of acute and chronic health problems, and services that promote and provide optimum sanitary conditions for a safe school facility and school environment.</p> <p>B. Goal: The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the Current Level of Implementation</i> | | | | |
| Required Activities | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 800. Your school addresses the health services needs of students in the educational process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 801. School services are provided in partnership with students, parents, staff and community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 802. School staff follows best practice guidelines and applicable APS policy and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 803. School health service programs meet all of the reporting, record-keeping and confidentiality requirements of state and federal regulations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| 9. STAFF WELLNESS | | | | |
|---|-------------------------------------|---|--------------------------|--------------------------|
| <p>A. Definition: Activities that help maintain and improve the health of staff, contributing to improved morale and a greater personal commitment to the school's overall coordinated school health approach.</p> <p>B. Goal: The goal of staff wellness is to promote the physical, emotional and mental health of employees as well as to prevent disease and disability by providing opportunities for staff to learn and practice skills to make personal decisions about health-enhancing daily habits.</p> | | | | |
| <i>Check (✓) One Box Which Best Describes the <u>Current Level of Implementation</u></i> | | | | |
| Required Activities | In Place (fully in place) | In Process (partially in place) | In Planning Phase | Not In Place |
| ⇒ 901. Your school addresses the staff wellness needs of all school staff that minimally insures an equitable work environment and meets requirements of the Americans with Disabilities Act, Part III. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 902. Your school provides staff with information related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, weight lifting, cardio improvement classes, etc). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ⇒ 903. Your school encourages and provides opportunities for staff to participate in health promotion activities and events focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks, school wellness days, etc). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes: | | | | |

| NEXT STEPS... |
|---|
| <ol style="list-style-type: none"> 1. Submit a <u>copy</u> of completed wellness implementation checklist to cluster assistant, who will forward it on to the wellness coordinator. 2. Take note of activities identified “Not in Place”. 3. Based on discussion around activities identified “Not in Place” and “In Planning” and local resources and needs, prioritize activities to focus on. 4. Create your school wellness implementation plan for each component using worksheet B. |