

Gallup-McKinley County Schools



**Wellness Manual
2024-2025**

Wellness Advisory Council
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Vision Statement

Ho`zho`go` Naasha`a Dooleel (Walk in Beauty) Mission

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 regularly during the 2023-2024 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.

The WAC intends to meet regularly to ensure that the Wellness Manual is revised and updated to reflect the changing federal, state, and tribal policies and regulations regarding health and wellness.

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



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**Gallup McKinley County School District: Wellness Manual
for Family, School, and Community Involvement**

Definition: Family school and community involvement means an integrated family, school, and community approach for enhancing the health and wellbeing of students by establishing a district school health advisory Committee 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 promote 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 Committee 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 Committee shall meet for this purpose two times annually. The GMCS Wellness Council 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 the 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 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). Component two (II) includes other activities each school health advisory Committee 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 Committee 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. 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. 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 healthy 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 Suggested 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.um.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unrn.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/PL108-265.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 Committees, 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 Committees, Iowa Department of Public Health, 2000: http://www.idph.stak.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.htm
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.tme.edu/catch/

Health Education Component

Objective: 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. As well, Health Education meets the content standards with benchmarks and performance standards as set forth in 6.29.1 NMAC Standards for Excellence.

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 Committee 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 6.29.1 NMAC Standards for Excellence. 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 6.29.1 NMAC Standards for Excellence.
- All school districts shall implement a manual that will ensure that parents can 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 exempt parts of the curriculum.
- 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 schools shall have 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. NMAC.
- Each school district 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.
- Educational materials and grade levels of instruction shall be determined by the local school district and shall be appropriate to the age group being taught.

Other Suggested Activities from the GMCS Wellness Committee:

- 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).
- 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 (including e-cigarettes and vapor tobacco) use and exposure to second-hand smoke.
- Encourage the utilization of social norms, strategic 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

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

Definition: Health services mean 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 as they relate to the educational supports.

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 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 Committee has created in addition to the requirements that are specific to the needs of the local school district.

PED Required Activities:

- The 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.
- Students with healthcare needs that may affect their school attendance and/or performance have Individualized Health Plans (IHP) (NASN Position Statement: Individualized Healthcare Plan) which are separated from Individualized Education Program (IEP) plan but attached to the IEP of 504 plan based on a student's needs. Section V: Individualized Healthcare Plans.
- The 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 make 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: Vaccination 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.
- The 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 conditions 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.
- At a minimum, vision screenings are administered to students enrolled in PreK, Kindergarten, 1st, and 3rd grades. 7.30.10 NMAC. 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 New Mexico Lions Operation KidSight, Inc. for services.
- The district manual ensures that all students 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 Committee:

- 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).
- 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 district's manual advises 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.
- School Health Assistants will support families in retrieving vaccination documentation through the New Mexico State Immunization System - NMSHS website.
- Student 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 IDEA (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, and Navajo Nation Department of Health. District School Counselors provide professional development opportunities such as workshops, seminars, 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).
- All district employees are required to take Safe Schools / Vector trainings related to Health Emergencies: Diabetes Awareness, Asthma, Life-Threatening Allergies, and Seizures.
- Promotions to ReachNM will be posted outside health offices and throughout school buildings.
- Promotions for 988, a 24/7 Lifeline for Emotional, Mental, or Substance Misuse Support, will be posted outside health offices and throughout school buildings.

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

Healthy and Safe Environment Component

Objective: School districts will maintain a healthy and safe environment within all school buildings. Physical and aesthetic surroundings and the psychosocial climate and culture of the school will remain a priority to enhance the total learning experience by promoting 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 will perform within the first 4 weeks of school (1) Shelter in Place Drill, (1) Evacuation Drill, and (2) Fire Drill. During the rest of the school year each school site will conduct a minimum of (2) Fire Drills, (1) Lockdown Drill, and (1) Relocation Drill

Other Suggested Activities from the GMCS Wellness Committee:

- 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 Vector online training on Active Shooter. ALICE training is 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 Vector online 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. Twenty Four Seven substance abuse information signage is posted at each school site.
- All schools will utilize their respective Advisory School Committees (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, and logos and replace them with advertisements for healthy eating, exercise, handwashing, toothbrushing, etc.

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- 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) for schools and communities.
- The district will explore safe and 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 and re-modeling projects in accordance with PSFA standards by having a Wellness Advisory Council member and/or input on all design and 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 the Local Emergency Preparedness Committee (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

Objective: Healthy employees are more productive, have more energy, are better able to manage stress, and are more likely to model healthy behaviors. By prioritizing employee wellness, schools can empower staff to feel their best while further supporting students' well-being. A healthy school workplace helps retain teachers and staff, reduces stress, boosts job satisfaction, and supports employees to perform at their best. Healthy and well supported employees are absent fewer days and more likely to stay in their positions, creating the continuity and stability that is essential for students' success. Teachers and staff are also influential role models for students.

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 changes.
3. Encouragement for staff to serve as healthy role models.
4. Opportunities for family engagement and family wellness activities (ex: TV Tum-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 ensures an equitable work environment and meets the Americans with Disabilities Act, Part. (3) 6.12.6.8.D.9 NMAC.

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 Committee 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 (3) 6.12.6.8.D.9 NMAC.
- 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.
- Members of school staff participate on the district's SHAC. 6.12.6.8.D.9 NMAC.

Other Suggested Activities from the GMCS Wellness Committee:

- 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 the Wellness Committee, fitness gyms, and other information booths at teacher orientations.

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- Promote a culture 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 school sites for Zumba, Fun Runs, and other physical activities.
- School violence and incidents reports are collected. School Safety Plans implement systems process to reduce potential for school violence.
- Encourage the use of & provide access to the USDA My Plate web site for all students and adults.
- Staff having medical issues have the opportunity to utilize FMLA and they may apply for the Sick Leave Bank.
- Create a comprehensive screening and 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.
- 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.

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

Social and Emotional Well-Being Component

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

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.
- All licensed school employees are required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. This requirement shall be completed within the licensed school employee's first year of employment with GMCS school district.
- Provide/make provisions for support service programs, which strengthen the instructional program, which includes school counseling. Support services will have a written, delivered, and assessed program, K-12: provide licensed staff to develop and supervise the program; be assessed as part of the educational plan for student success process (EPSS); and support the local curriculum and EPSS.
- All school employees who know, or in good faith suspects, any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the school board.

Other Suggested Activities from the GMCS Wellness Committee:

- Using data such as a climate and culture survey and/or New Mexico Youth Risk and Resiliency (YRRS) data to inform instruction.
- Provide a positive, supportive environment in which students can request assistance when needed using a trauma informed approach and social and emotional (SEL) model.
- Encourage school sites to adopt and implement an SEL framework.
- Create a referral network to get help quickly. Schools have available student counselors while maintaining a current local referral list with clear guidelines on steps in the referral process.
- All schools will provide an environment where students can 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.

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- When services are available, individual 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 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," "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".
- For those students who are identifying themselves as LGBTQ, they are given the opportunity for an Individual Support Plan which identifies accommodation needed to guarantee that these students are provided safe and healthy access to meeting the general curriculum.
- All district employees are required to take the VECTOR online courses that address "Child Abuse and Neglect Detection." Following these trainings, school counselors must present each semester a training on detection and reporting of Child Abuse.

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

Physical Education/Activity Component

Objective: Schools play a vital role in ensuring children and adolescents get the nationally recommended 60 minutes of physical activity each day. Through the WSCC model, schools can provide many opportunities for students to be physically active. A Comprehensive, School based Physical Activity Program is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement. Schools will ensure that varied opportunities for physical activity are in addition to, and not as a substitute for, physical education. Physical activity differs from physical education in that physical activity are those opportunities for engaged movement during the day for maintenance of a healthy lifestyle. Physical education is a structured, curriculum driven, learning environment. As such, physical activity and physical education will be addressed separately for the purposes of wellness policy.

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 to provide 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.
- Elementary schools 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.
- PE is taught by certified instructors.
- 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.

Other Suggested Activities from the GMCS Wellness Committee:

- 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.

- 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 IDEA will be provided with the opportunity for Adaptive Physical Education based on their TEP to provide these students with the opportunity to engage in physical activities with their peers.
- 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 clubs, and hiking clubs).
- All schools plan school-wide physical activities (e.g., family fitness nights, field days, etc.) in collaboration with community resources and to include fun Jays, family fitness nights, pow-wows, song and dance, fiestas, rodeos, 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-12.

- 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 includes cardiovascular endurance and 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

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- Opportunities for physical activity within the community
- Teachers shall do their best to maintain the safety of all students and prevent injury during physical activity. Students will wear proper attire and footwear during Physical Education class. If improper footwear such as open-toed sandals, heels, slippery boots and other non-athletic footwear may lead to foreseeable harmful situations, teachers will provide an alternative activity for students to participate in order to be an active learner during instructional time. Instructional materials shall directly correlate within the content standards of the current unit being taught.
- 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 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.
- If 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

Objective: The school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free, flavored, and low-fat, non-flavored milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification), and to meet the nutrition needs of school children within their calorie requirements. The school meal program's aim is 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.

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 in the district will participate in and support the New Mexico Grown Local Produce Grant to offer locally grown produce to the students when available and if funds allow. School sites will have the opportunity to participate in a Farmers Market where students learn about, and sample fruits and vegetables grown in New Mexico.
- All schools will ensure that students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community, and media.
- All students who are present with a food allergy will be identified and provided with 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 plans. 504 plans are reviewed at the beginning of each year. Food Service Staff will be made aware of those students 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.
- Elementary schools will cooperate with district food service program initiative 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 GMC Wellness Committee:

- Whole fruit and salad options are displayed in attractive bowls or baskets at each school site
- Sliced fruit or cut fruit is available daily
- 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 elementary schools.
- Grab-N-Go to take to the classrooms in all 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 all students
- Intent is to provide necessary nutrition to support attention, memory, and to help fight fatigue in the late afternoon
- The After School 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 the opportunity to participate in a "Farmer's Market" at the schools where student learn and sample fruits and vegetables that are not native to New Mexico
- Schools can choose to have students and parents learn about and sample foods from cultures around the world at the Cultural Activity Night held yearly at each school site
- At all schools, Food Services provide 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 after 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, Snack Bars and fundraisers during school hours

- All food sold to students must have Nutrition documentation on file and follow the SmartSnack standard guidelines within GMCS Food Service Manual.
- Vending machines are checked quarterly to ensure that the foods within them meet FDA (Food and Drug Administration) requirements
- Our elementary schools have removed vending machines from their premises to promote healthy nutrition
- No food sales permitted outside of the 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 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 (National School Lunch Program)/ SBP (School Breakfast Program)
- 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, except for the 2 exempt days/semester for fundraisers and 2 exempt days/semester for celebrations.
- 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 with a list of healthy party ideas, including non-food celebrations.
- For rewards and incentives, a list of alternative ways to reward children is encouraged.

- Each school is allowed 2 events per semester during the school day to be exempt from following the federal “Smart Snacks” guidelines. These events can be used as part of an incentive or a celebration.

Policies for Food and Beverage Marketing

The Wellness Manual goal 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:

- Follow the current nutritional guidelines as determined by USDA allowing for Covid protocols and waivers.
- 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 (DY) 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 Entree' items < 480 mg
- Fat limits: Total fat: < 35% of calories, Saturated fat: < 10% of calories and Trans-fat: 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 GMC 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 members, school staff and community members			
The Wellness Committee 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 meet USDA guidelines and C of 6.12.5.8 NMAC.			
Vending machines are not accessible for students in elementary school buildings			
Vending machines in the middle school and high school buildings are checked monthly to ensure that the content meets USDA guidelines and C of 6.12.5.8 NMAC			
School Adheres to the USDA Guidelines for incentives and celebrations			
School Fundraisers take 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			

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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 suicide ideation or issues of self-injury			
Students with medical and emotional needs have their needs met in an Individualized Health Plan which is part of a 504 or an IEP			
The school safety plan at each school building focuses on supporting healthy and safe environments. This includes, but not necessarily limited to, prevention, policies, and response			
School has conducted either ALICE or Active Shooter training during the school year			
Fire Drills (2 in the first month and month 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 ensure an equitable work environment and meets the American Disabilities Act Part 3			

Appendix B

Procedure Forms for Fundraisers during school hours

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



GALLUP-McKINLEY
COUNTY SCHOOLS



TO: School Administrator
FROM: Neal Cunningham, SFE Food Service Director & Eileen Haws, GMCS Food Service Supervisor
DATE: July 1, 2024
SUBJECT: Gallup-McKinley County Schools **FUNDRAISING** Exempt Form SY 24-25

According to NM guidelines, each school is allowed a total of 2 exempt fundraisers per semester that occur during the school day (NMAC 6.12.5.8). Please fill out the information below, sign, and return this form to Eileen Haws via fax or email.

School Name: _____

Principal Name: _____

Date Requesting: _____

Date of Exemption for **Fundraising**: _____

Please circle the appropriate information:

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

Principal's Signature: _____

Date: _____

If you have any questions about the program, please feel free to contact Eileen Haws, GMCS Food Service Supervisor, at (505) 721-1126 or Chef Neal Cunningham, SFE Director of Food Service, at (505) 721-1127. Fax (505) 721-2288
Food Service Approval: _____

Date: _____

Non-discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by 1. mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410; or 2. fax: (833) 256-1665 or (202) 690-7442; or 3. email: program.intake@usda.gov.

This institution is an equal opportunity provider.



GALLUP-McKINLEY
COUNTY SCHOOLS



TO: School Administrator
FROM: Neal Cunningham, Food Service Director & Eileen Haws, Food Service Supervisor
DATE: July 1, 2024
SUBJECT: Gallup-McKinley County Schools **CELEBRATION** Exempt Form, SY 24-25

According to the GMCS district wellness policy, each school is allowed two events per semester during the school day to be exempt from following the federal "Smart Snacks" guidelines. These events can be used as part of an incentive or a celebration.

Please fill out the information below, sign, and return this form to Eileen Haws via fax or email.

School Name: _____

Principal Name: _____

Date Requesting: _____

Date of Exemption for **Celebration**: _____

Please circle the appropriate information:

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

Principal's Signature: _____

Date: _____

If you have any questions about the program, please feel free to contact Eileen Haws, GMCS Food Service Supervisor, at (505) 721-1126 or Chef Neal Cunningham, SFE Director of Food Service, at (505) 721-1127. FAX: (505) 721-2288

Food Service Approval: _____

Date: _____

Non-discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by 1. mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410; or 2. fax: (833) 256-1665 or (202) 690-7442; or 3. email: program.intake@usda.gov.

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P.O Box 1318 • 640 South Boardman Drive • Gallup, New Mexico 87305-1318 • (505) 721-1126 • FAX (505)721-2288

Appendix C**School Health Advisory Committee (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 Committee (SHAC) that consists of parents, school food authority, personnel, school board members, school administrators, otherschool 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 SchoolsReport 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 forensuring that each school fulfills the district's/charter school's wellness manual.

Name	Role	E-Mail	Phone Number
Eileen Haws	Wellness Leader	ehaws@gmcs.org	505-721-1126
Faith Cline	Counseling Dept.	fkline@gmcs.org	505-721-1072
Jacob Stokes	Personnel Department	jstokes@gmcs.org	505-721-1061
Tara Soland	Nursing	tsoland@gmcs.org	
Darren Soland	School Safety	dsoland@gmcs.org	505-721-1123
Julie Kastrounis	School Staff	jkastrou@gmcs.org	505-721-3938
Michelle Smith	Thoreau High School Health Assistant	msmith4@gmcs.org	505-721-4504
Sukaina Cordova	Parent		
Landon Varela	Student		
Danika Sisneros	Student		