



Health and Wellness Policy

Sandoval Academy of Bilingual Education believes that good health habits are essential to the academic success and lifelong well-being of our students, families, and staff. The benefits of good health habits help to support an optimal environment for teaching and learning. This philosophy was developed using the direction and guidance provided in the New Mexico Public Education Department Wellness Policy rule 6.12.6.6 NMAC, the requirements of section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, an expansion of the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

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

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

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

- Students at SABE have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus (See 6.12.5 Competitive Foods Requirements per terms defined by federal laws and regulations, USDA competitive foods rules at 7 CFR 210.11 and 7 CFR 210.11a)—providing that all foods sold in schools and smart snacks provisions of the Healthy, Hunger Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 are incorporated for purposes of these rules.
- Students receive quality nutrition education that helps them to develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during, and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of SABE in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- SABE establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the policy and its established goals and objectives.

In consideration of requirements, governing possible food allergies in schools, children with food allergies may qualify for a Section 504 plan through the individualized education program's (IEP) individualized health plan (IHP). (See Individualized Healthcare Plan memo, March 19, 2015 - PED.) Schools are to follow these

guidelines to ensure protection of students against allergic reaction to foods:

- Ensure that a copy of the student's current IHP is attached to the student's current IEP;
- Follow guidance from Section 504 of the 1973 Rehabilitation Act in regards to persons with disabilities to include substantial limitations for an individual based on his or her food allergies; and
- Adhere to instructions under 7.30.12 NMAC: Emergency Medications in Schools in the potential case of anaphylaxis that may affect breathing and/or potentially affect other major life activities of students due to an allergic reaction.

This policy applies to all students, staff, and schools at SABE.

FAMILY, SCHOOL, AND COMMUNITY INVOLVMENT

Goal

The goal of family, school, and community involvement within a coordinated school health approach is to create a wholistic 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.

School Health Advisory Council

Committee Role and Membership

SABE will convene a representative School Health Advisory Council (referred to as the SHAC) that meets at least three times per year to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this wellness policy.

In accordance with Public Education Department rule 6.12.6.6 NMAC, SABE shall establish a School Health Advisory Council (SHAC). The SHAC membership will include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director or school food authority); physical education teachers; health education teachers; special education teachers; classroom teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, assistant principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will reflect the diversity of the community.

SABE will maintain a plan for implementation to manage and coordinate the execution of this wellness policy by holding tri-annual meetings to focus on the school's progress towards goals and objectives for nutrition standards for all food and beverages, nutrition promotion and education, physical activity, physical education and all other activities that promote student wellness.

SABE's wellness policy can be found at the school's website at: www.nmsabe.org.

Leadership

SABE's Executive Director or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure compliance with the policy.

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

SABE will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing (per USDA Food & Beverage Marketing and Advertising policies), nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete an assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy can be found at: www.nmsabe.org.

Recordkeeping

SABE will retain records to document compliance with the requirements of the wellness policy in the office of the School Director.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating compliance with community involvement requirements, including: (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy.
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- Documentation of the triennial assessment.
- Documentation demonstrating compliance with public notification requirements, including:
 - Methods by which the wellness policy and triennial assessments are made available to the public.
 - Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

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

- The extent to which the school is in compliance with the wellness policy.
- A description of the progress made in attaining the goals of the school's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Jackie Rodriguez, SABE Director/Principal, jrodriguez@nmsabe.org.

The SHAC will monitor the school's compliance with this wellness policy.

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

Revisions and Updating the Policy

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

Community Involvement, Outreach, and Communications

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

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

Evaluation

See Appendix B.

HEALTH EDUCATION

Definition

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.

Goal

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

Requirement

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum, aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The Sandoval Academy of Bilingual Education health education curriculum, including the required health education course where applicable, is aligned to these standards. SABE incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review.

SABE provides a planned, sequential, K-7th grade Health Education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned with the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. The curriculum will provide the mechanism to help students acquire healthy life skills that promote personal, family, community, consumer, and environmental health.

SABE will provide:

- A. Activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth by the NM PED.
- B. An "opt-out" policy that will ensure that parents have the ability to request their child to be exempted from the health education curriculum components that focus on the sexuality performance standards. The policy includes but is not limited to the process for parents to request an exemption of health education

curriculum components that address the sexuality performance standards and how alternative lessons are established for the exempted parts of the curriculum.

- C. Instruction about HIV and related issues found in the curriculum of the required health education content area to elementary, middle/junior high, and senior high school grades as set forth in 6.12.2.10 NMAC.
- D. Section 22-13-1 NMSA 1978, Section H was amended in 2016 to include a require lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims. Section K (2) of this same rule further states that this training must be included as part of the Health Education course that is required by all students to graduate.

Other Activities

- A. Health education lessons will be taught in a culturally-sensitive and appropriate manner.
- B. Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.).
- C. Health education is integrated into the core curriculum.
- D. Health education is integrated and supported through community collaboration activities.
- E. Teachers, staff, and administrators are made aware of coordinated school health professional development opportunities (e.g., School Health Education Institute, Head to Toe, New Mexico Activities Association, etc.).

NM Health Education Standards

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

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

NUTRITION

Definition

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. Nutrition education and healthy eating inspire proper physical growth, physical activity, brain development, learning ability, emotional balance, a sense of well-being, obesity prevention, and disease resistance.

Requirements

SABE will:

- Identify goals for nutrition education and other school-based activities that promote student wellness.
- Maintain nutrition guidelines for all foods available on school campus.
- Identify goals for nutrition promotion.

New Mexico has adopted the federal guidelines established for all foods available on the school campus, including all foods sold to students. Guidelines must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.

Guidelines for fundraisers that do not meet the competitive food standards must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area as stated in 6.12.5.8 NMAC.

Goals

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

Nutrition education aims to teach, encourage and support healthy eating by students. Nutrition education and healthy eating support 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.

SABE will promote the role of nutrition in academic performance and quality of life and will adhere to or exceed the nutrition guidelines set forth in 6.12.5.8. NMAC, to include:

- Create procedures for the documentation of all foods available on the school campus including all foods sold to students that must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.
- Create procedures for the documentation of fundraisers that do not meet the competitive food standards that must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area.
- Establish guidelines for other school-based activities to promote student wellness.

SABE will provide nutrition education activities that align with the New Mexico Health Education content standards, benchmarks, and performance standards as set forth in 6.30.2.19 NMAC as part of our Health Education curriculum.

SABE has contracted with Bernalillo Public Schools to provide all food served at lunch. Bernalillo Public Schools provide lunches that exceed the federal and state recommended nutrition guidelines. Bernalillo Public School provide:

- Mostly organic or all organic meals
- Approximately 40% locally sourced ingredients
- Healthy nutrition message that lays the foundation for all other messages throughout the school, classroom, cafeteria, home and community
- Collaborative efforts to support healthy choices, food justice and environmental

School Meals

SABE 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 programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

SABE participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). SABE is committed to offering school meals through the NSLP program, and other applicable Federal child nutrition programs, that:

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

- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (Further guidelines on food handling, food service and food processing can be located in 7.6.2 NMAC.)

Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:

- ✓ Sliced or cut fruit is available daily.
- ✓ Daily fruit options are displayed in a location in the line of sight and reach of students.
- ✓ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- ✓ Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- ✓ Student artwork is displayed in the service and/or dining areas.
- ✓ Daily announcements are used to promote and market menu options.
- ✓ The report on the most recent food safety inspection must be posted in a publically visible place in the school and copies of the report provided to any member of the public upon request. (Follow guidelines for submission of the Food Safety Inspections Assurance form in the Safe Schools Guidance Document.)

In addition, SABE will:

- Accommodate students with special dietary needs.
- Implement a 30-minute lunch.
- Serve lunch at a reasonable and appropriate time of day.
- Promoted federal child nutrition programs among students and families to help ensure that families know what programs are available in their children's school.
- Implement the following Farm to School activities:
 - Messages about agriculture and nutrition are reinforced throughout the learning environment.
 - Special events, such as tastings, that highlight the local/ regional products.
 - Implements after school programming such as cooking club, gardening and physical activities.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (defined as midnight the night before to 30 minutes after the end of the instructional day). SABE will make drinking water available where school meals are served during mealtimes. Water dispensers are available in the cafeteria along with drinking fountain. In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

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

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

Celebrations and Rewards

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

1. Celebrations and parties; SABE will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. SABE will reference with the Alliance for a Healthier Generation and from the USDA for healthy party ideas.
2. SABE will request that all classroom snacks brought by parents meet Smart Snacks nutrition standards.
3. SABE will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
4. Withholding food, water, or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.2 NMAC.)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

- SABE will make available to parents and teachers a list of healthy fundraising ideas.
- If foods and beverages are sold to students on the school campus outside of the school day, then water, fruit, and/or vegetables are also offered and promoted as options.
- The school does not permit any fundraiser exemptions, and all food-related fundraisers during the school day meet USDA Smart Snack standards.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

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

- Implementing and maintaining collaboration with local non-profit organizations such as Kids Cook for cultural and historical learning about food.
- Implementing and maintaining collaboration with local food service providers such as Bernalillo Public Schools to promote healthy, clean eating.

- Implementing and maintaining school and community-based learning about GMO and pesticides.
- Implementing and maintaining school and community-based learning about organic gardening
- Implementing evidence-based healthy food promotion techniques through the school meal programs, using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

SABE aims to teach, model, encourage, and support healthy eating by students. SABE will provide nutrition education and promotion that:

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

Essential Healthy Eating Topics in Health Education

SABE will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- Risks of GMO
- Risks of Pesticides

- Teach our kids that what they put in their body matters

Food and Beverage Marketing in Schools

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

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

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

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the school.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Other Activities that Promote Student Wellness

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

SABE will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by curriculum experts.

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

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

SABE will continue relationships with community partners (i.e. Food Service Providers, local non-profits, community farms, hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

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

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

Food Safety Inspections

SABE will conduct two annual food safety inspections (FSI) per USDA regulations and state rules. The reports will be posted publicly. Any findings will be addressed within the set time allocated with verifiable proof of completion.

PHYSICAL ACTIVITY

Definition

Physical activity means body movement of any type that includes recreational, fitness, and sport activities.

Requirement

The wellness policy shall include guidelines for physical activity opportunities available before, during, and/or after school.

Goal

SABE’s goal is to provide as much moderate to vigorous physical activity before, during, and/or after school as possible.

A substantial percentage of SABE’s students’ physical activity is provided through a comprehensive, school-based physical activity program that includes these components:

- Physical education
- Recess
- Classroom-based physical activity
- Walk and bicycle to school
- Out-of-school time activities

SABE is committed to providing these opportunities and ensures that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason in accordance with the Three-Tier Model of positive behavioral intervention per the PED’s Response to Intervention (RtI) framework. This does not include participation on sports teams that have specific academic and behavioral requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

Environmental Design

SABE staff inspect the school grounds weekly to ensure that its grounds and facilities are safe and that equipment is available to students to be active. SABE safety personnel conduct bimonthly safety checks to include regular inspections of playing areas. Monitoring of building and grounds procedure will also include

steps to complete necessary inspections and repairs in a timely manner.

- Through a formal joint or shared use agreement, indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours.
- SABE will ensure that inventories of physical activity supplies are maintained and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

Essential Physical Activity Topics in Health Education

SABE will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is: warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and video games
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example: avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is: determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess

SABE has two scheduled 15-minute daily recess. Students will be allowed outside for recess except during storms with imminent lightning or when thunder is heard, or at the discretion of the building administrator based on his/her best judgment of safety conditions. In the event that the school must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess should never be removed as a form of discipline, such as in the case of incomplete work or steps in the order of consequences for breaking rules. The exception to this would only be when a student is a danger to him/herself or others or is being detained through in-school suspension or detention.

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

Physical Activity Breaks

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

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

Active Academics

Teachers may incorporate movement and kinesthetic learning approaches into “core” subject instruction when and do their part to limit sedentary behavior during the school day. SABE supports classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

SABE offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. SABE encourages students to be physically active before and after school by:

- Providing comprehensive after school activities and clubs that allow for physical activity prior to the beginning of the club and after the club ends.
- Providing specific after school clubs that focus only on physical activity including but not limited to
 - Dance
 - Team Clubs
 - Running Club

Active Transport

SABE supports active transport to and from school, such as walking or biking. SABE will encourage this behavior by engaging in some of of the activities below; including but not limited to:

- Designation of safe or preferred routes to school.
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week.
- Providing secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area).
- Providing instruction on walking/bicycling safety to students.
- Promoting safe routes to students, staff, and parents via newsletters, websites, local newspapers.

PHYSICAL EDUCATION

Definition

Physical education (PE) is an academic subject. As such, PE demands the same education rigor as other core subjects. Physical education provides students with a planned, sequential K-12 standards-based program of curricula and instruction, designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

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

Goal:

To provide all students with daily physical education taught by a certified physical educator who uses appropriate practices for the skills, knowledge, and attitudes needed to be physically fit and active for life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follow 6.29.9 NMAC Physical Education Standards for Excellence. Physical education is an instructional program taught by a certified physical educator. Physical education is one of many sources, and it will not be the only source of physical activity.

SABE provides students with physical education, using an age-appropriate, sequential physical education curriculum, consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as to incorporate essential health education concept.

- A. SABE requires Physical Education class once a week for 40 minutes each for all grade levels.
- B. SABE requires that physical activities be allowed and encouraged in the regular classroom 5 times a week for 30 minutes each for all grade levels.

HEALTHY AND SAFE ENVIRONMENT

Definition

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

Every school is required to provide a safe and orderly environment, as outlined in the 6.29.1 NMAC Standards for Excellence General Provisions.

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.

A healthy and safe school environment is vital to academic achievement and includes both the physical and aesthetic surroundings of the school and the creation of a climate and culture before, during, and after school that promotes personal growth, healthy interpersonal relationships, and respect for all members of the school community.

- SABE will develop and regularly review a Safe School Plan that meet state requirements. These plans must include prevention strategies, policies, and procedures in line with federal and state law and board policy, and emergency response plans.
- SABE will comply with state law requiring that a minimum of 12 emergency drills will be conducted each year. These drills must include nine fire drills, two shelter-in-place drills, and one evacuation drill (which may be conducted as a tabletop exercise) at the intervals described in subsection M of 6.30.2.10 NMAC.
- SABE's mission is to provide a small and safe school environment that promotes camaraderie, cooperation, and family-like relationships.
- SABE provides a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning;
- SABE maintains and regularly reviews a Bullying Prevention Policy that meets the requirements 6.12.7 NMAC Bullying Prevention. SABE's Bullying Policy contains an absolute prohibition against bullying and is inclusive of cyber-bullying prevention per 6.12.7.8 (D) NMAC
- SABE will annually research recovery strategies and add these to the safe school plans, per the Safe Schools Guidance Document instructions.

- SABE will provide appropriate, adequate, and best-practice training for students, teachers, and staff that supports personal safety and a violence/harassment-free environment.
- The SABE building and grounds, structures, and equipment are kept inviting, clean, safe and in good repair and will meet current safety standards or formally report deficiencies.
- SABE will abide by the charter school policies which create an environment free of tobacco, alcohol, and other drugs. Refer to 6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools.
- SABE will comply with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public School Students in providing gun-free schools and allowing students to attend a safe public school within his/her district in accordance with 6.19.3 NMAC: Unsafe School Choice Option.
- SABE has developed procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with special sensitivities to pesticides. Specific to use of pesticides 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O.

SOCIAL AND EMOTIONAL WELL-BEING

Definition

Social and Emotional well-being are services provided to maintain and/or improve students' mental, emotional, behavioral and social health. School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with 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.

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.

A safe and healthy school environment where all students are effective learners requires creating a respectful and nurturing climate where students' mental, emotional, behavioral, and social health needs are supported and, as necessary, improved.

- SABE shall develop and maintain plans addressing the behavioral health needs of all students in the educational process. Where possible, SABE will collaborate with community agencies to provide services and promote strategies that maintain and/or improve students' social and emotional well-being.
- SABE maintains community collaborative relationships with
 - a. BBVA Compass Bank
 - b. RR Chamber of Commerce
 - c. Sandoval County Workforce Connections
 - d. Sandoval County Health Center
- SABE provides a positive, supportive environment in which students are able to request assistance when needed.
- SABE has developed and implemented a clear and concise Bullying Policy that includes the absolute prohibition against bullying, a method to disseminate the policy to all, procedures to report bullying and consequences for bullying. Anti-bullying is included as part of SABE's health education curriculum per NMAC 6.29.1.19.
- All SABE staff are trained annually in recognizing the signs of child abuse and neglect.

- All SABE staff are required to complete the state online training for child abuse and neglect recognition annually.
 - All SABE staff are trained annually in recognizing the signs of alcohol and drug use or abuse.
 - All staff are annually trained to recognize, respond, and report a student that is showing signs of suicidal ideation.
 - SABE has developed and implemented a Suicide Prevention protocol in the event when a student threatens suicide.
 - SABE has created a referral protocol to identify students that may be in need of mental health services.
-
- SABE will partner with social service agencies (examples: Southwest Family Guidance Center, La Buena Vida, YDI (Youth Development Inc.), New Day, Coalition of Domestic Violence, Big Brothers/Big Sisters) for services that can be better provided by such agencies. Counselors and school social workers or other designee will provide links to community resources for students and families as appropriate.
 - SABE will encourage all students to become involved in co-curricular and extracurricular activities. These may be school-sponsored activities such as student council, athletics, fine arts, and school clubs, or activities offered in the community (Boy Scouts/Girl Scouts, church groups, etc.). Students who feel connected to someone in the school or community are more likely to graduate and less likely to get in trouble.
 - School policies aimed at maintaining a safe and healthy school environment and prohibiting demeaning behaviors such as bullying shall be strictly enforced, and all staff members are strongly encouraged to involve students in conflict mediation, buddy programs, and other preventive strategies.
 - SABE will provide age-appropriate support for students (grief/divorce/relationships/ anger management programs, etc.), in keeping with the needs of its students and families.
 - Parents shall be encouraged to become partners with students and schools in creating a nurturing school climate and encouraging positive behavior. The school may use attendance and behavior contracts, counseling, parenting classes, school assemblies, PTA involvement, and other strategies appropriate to their school communities.
 - SABE will continue to work with families in a proactive way to enforce its truancy policies.
 - Counseling and behavioral health services shall be included in the school's crisis planning and intervention programs. Tools that support this effort include but are not limited to Functional Behavioral Assessment, Behavior Intervention Plans, and self-harm indicator checklists.
 - SABE will utilize Student Assistance Teams (SAT) to provide intervention through a three-tier program that may include special education services or a 504 plan.

HEALTH SERVICES

Definition

Health services are provided for students to apprise, protect, and promote health. These services are designed to

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.

Goal

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

SABE is committed to providing health services that are appropriate to the school setting and that meet the needs of students in the educational process.

- SABE maintains a plan in providing health services that meet the needs of all students in the educational process. Such services shall be defined, coordinated, evaluated, and agreed upon by all parties through the students' IEP meetings.
- SABE's contracted Nurse develops and implements Individualized Health Plans (IHP) in collaboration with student, family, educators, and health care providers. The IHP is reviewed annually.
- SABE has contracted with Cooperative Educational Services (CES) to provide ancillary services that include but may not be limited to Speech and Language Pathology, Occupational Therapy, Physical Therapy,
- SABE has contracted with Charter School Nurse Services for student health screenings, including vision and hearing.
- SABE's Administration and/or Special Education Department provide families with referrals and connections to community health resources that 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.
- SABE will use all community resources available to access health services for our students and their families when available and when appropriate.
- School personnel will meet all federal and state reporting, record-keeping, and confidentiality requirements.
- SABE has developed and will continue to develop a process and system for treating minor injuries at the school site.
- SABE acknowledges that all students enrolled in the public, non-public, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions.
- SABE acknowledges and adheres to the exception provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistance Act [42 USC§ 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. If the child needs to obtain immunizations, or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.
- SABE students are authorized to carry and self administer health care practitioner-prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-

manage their diabetes care in school.

- SABE has developed mechanisms that support safe diabetes self-management in the school environment per 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting.
- Health services provided by SABE may include but are not limited to preventive services, behavioral health services, screenings (vision & hearing) and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy or physical therapy and or occupational therapy).
- SABE will, at a minimum, have a part-time health assistant and contract with a Nursing Service.
- SABE will work with the Department of Health to make immunizations available to all students.
- SABE will work with the Department of Health and other appropriate agencies to enroll eligible students for Medicaid services.
- SABE shall communicate prevention strategies and other health-related information to staff, students, and community using the school website, student, staff, and parent newsletters, or other venues as appropriate
- SABE will provide professional development opportunities for health services staff 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.
- SABE has developed policy statements and management plans for health conditions that include but may not be limited to:
 - Asthma
 - HIV/AIDS
 - Diabetes
 - Severe Allergic Reactions

STAFF WELLNESS

Definition

Staff wellness is defined as opportunities for school staff to improve their health status through activities such as health assessments, health education, wellness education, nutrition education, fitness education, and health-related fitness activities. These offerings encourage school staff to pursue a healthy lifestyle that improves health status and morale and provides a greater personal commitment to the school's overall coordinated school health approach.

A staff wellness program allows the staff to learn and practice skills that help them to make personal decisions about healthy daily habits.

Goal

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

SABE's wellness activities are designed to promote the physical, emotional, and mental health of school employees, as well as to prevent disease and disability. A staff wellness program allows the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

SABE's staff wellness plan addresses the wellness needs of all employees to minimally ensure an equitable work environment and meets the Americans with Disabilities Act, Title III.

- SABE shall provide an equitable work environment and the school shall be in compliance with the provisions of the Americans with Disabilities Act, Part III.
- SABE shall support staff in need of counseling services (mental health, substance abuse, etc.).

- School nurses will assist staff with locating prevention and health screening and will be available to help staff members in emergencies.
- SABE will support staff members that are interested in smoking cessation classes and other appropriate activities to make staff members aware of the hazards of tobacco use and to help them to quit.
- SABE will, as opportunities allow, partner with private health-related businesses provide incentives for staff to use their services/facilities at reduced cost.
- SABE will provide opportunities for staff to participate in health promotion programs focusing on exercise, stress management, and nutrition, as appropriate to the work schedules (examples: participation in cancer walks, Run for the Zoo, running events, etc.).
- SABE will encourage the PTA's assistance in sign-ups and participation in fun-runs, walks, and other staff wellness activities.
- SABE will include wellness topics as part of staff in-service days.
- Employees will be provided with opportunities to learn and participate in strategies supporting a healthy lifestyle.
- SABE implements policies and annual training to ensure the rights of privacy of all school employees infected with HIV are protected.
- SABE supports all staff in actively promoting and modeling healthy eating at the school by asking staff to engage in healthy eating habits on campus and to refrain from eating or drinking things we ask our students not to eat or drink during the school day.
- When feasible, SABE will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

EVALUATION

SABE's health and wellness plans for family/school/community involvement, physical activity, nutrition, health education, physical education, healthy and safe environment, health services, social and emotional well-being, and staff wellness will include measurable targets and benchmarks for evaluating the implementation of the policy.

- A. As per the provisions of rule 6.12.6.6. NMAC, one or more persons shall be delegated operational responsibility for ensuring that SABE is in compliance with this policy.
- B. The SHAC will provide an annual progress report to the Governance Council.

Appendix A

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. The school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

Name	Title	Role	email
Jackie Rodriguez	Director/Principal	SHAC Member	jrodriguez@nmsabe.org
Ada Gallegos	Nurse Assistant	SHAC Member	agallegos@nmsabe.org
Carmela Alcon	Social Worker	SHAC Member	calcon@nmsabe.org
Alice Banks	Program Coordinator	Wellness Policy Lead	abanks@nmsabe.org
Felicita Reyes	Special Education Teacher	SHAC Member	freyes@nmsabe.org
Pauline Morgan	Parent & PE/ Health Teacher	SHAC Member	
Dean Gallegos	BPS: Food Service Provider/Director	SHAC Member	degallegos@bps.k12.nm.us
Vanessa Martinez	BPS: Food Program Assistant	SHAC Member	vmartinez@bps.k12.nm.us
Becky Torres	Governing Council Member	SHAC Member	bt@torreslawnm.com
Trini Pinar	Teacher	SHAC Member	mpinar@nmsabe.org

Appendix B

HEALTH AND WELLNESS POLICY EVALUATION PLAN

As per the school's wellness policy rule 6.12.6.6 NMAC the school must develop and submit a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school, charged with operational responsibility for ensuring that the school fulfills the wellness policy.

Component/Activity	In Planning	In Process	In Place
School's Governing Council established a School Health Advisory Council (SHAC)			
School Health Advisory Council contain all required members: parent(s), school food authority personnel, school council member, school administrator, school staff, student(s); and community member(s).			
The School Health Advisory Council reports to the school's Governing Council recommendations for development / revisions, implementation, and evaluation of the wellness policy at least annually.			
The School Health Advisory Council has met at least twice this year for the purpose of development or revisions, implementation, and evaluation of the wellness policy at least annually.			
The School Health Advisory council designated one or more persons within the school charged with operational responsibility for ensuring that the school fulfills its wellness policy.			
The Governing Council has adopted physical activity guidelines for before, during, and/or after school.			
Nutrition guidelines for school sponsored fund raisers during normal school hours offerings minimally meet guidelines set forth in subsection B of 6.12.5.8 NMAC.			
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent 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			
Guidelines for planned sequential, K-7 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.			
Guidelines for planned, sequential K-7 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.			
A plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.			
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.			
A plan addressing the health services needs of students in the educational process.			
A plan addressing the staff wellness needs of all that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III			

Process Evaluation: Measuring implementation of Wellness Policy

Outcome Evaluation: Measuring impact of Wellness Policy

Component / Activity	Outcome Measures
School Health Advisory Council.	The local school board adopts _____% of the recommendation from the School Health Advisory Council
Physical Activity	_____ % of students participated in physical activity offering
Nutrition	<p>100% of the clubs/sports/et. are following the guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.</p> <p>100% of the clubs/sports/etc. are following the guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent 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.</p>
Health Education	_____ % of students meet the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
Physical Education	_____ % of students meet the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
Behavioral Health	_____ % reduction in discipline referrals due to behavioral health problems.
School Safety	100% of teachers and other school staff are aware of and know how to implement the school level safety plans.
Health Services	<p>_____ % reduction in student absenteeism.</p> <p>_____ % of students who have been screened for vision/hearing</p>
Staff Wellness	_____ % reduction in staff absenteeism.

I. DEFINITIONS

- A. **“Competitive Food”** means a food or beverage sold at school other than one served as part of the United States Department of Agriculture school meal program. The term includes any item sold in vending machines, or through other school fundraising efforts.
- B. **“Coordinated School Health Approach”** means the framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of coordinated school health: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school and community involvement.
- C. **“Family, School and Community Involvement”** means an integrated family, school and community approach for enhancing the health and well-being of students accomplished through the establishment of a school health advisory council (SHAC) with the responsibility for making recommendations to the school board in the development or revision, implementation, and evaluation of the wellness policy.

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 projects and events, both within the school and throughout the community. The partnership can encourage and sustain environmental changes that support healthy lifestyles for children and their families.

- D. **“Fund Raisers”** means beverage or food products sold to raise money that are not sold in vending machines or a la carte sales as defined in 1) A), or as part of the United States Department of Agriculture school meal program.
- E. **“Health Education”** means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The health education program will allow students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices and meet the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- F. **“Health Services”** means services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable diseases and other health problems, identify program references for emergency care, 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.
- G. **“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.
- H. **“Nutrition”** means programs that provide access to a variety of nutritious and appealing snacks that accommodate the health and nutrition needs of all students.
- I. **“Physical Activity”** means body movement of any type, including recreational, fitness, and sport activities.

- J. **“Physical Education”** means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC. 6.12.6 NMAC.
- K. **“Social and Emotional Well Being”** means services provided to maintain and/or improve students’ mental, emotional, behavioral, and social health.
- L. **“Staff Wellness”** means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.
- M. **“Vended Beverages and Foods”** means a beverage or food product sold in vending machines to students in school.