

Corrales International School

Health and Wellness Policy

Corrales International School believes that good health habits are essential to the academic success and lifelong well-being of both our students, families and staff. The benefits of good health habits help to support an optimal environment for teaching and learning. In accordance with this philosophy and 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).

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

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. 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 the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus (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 the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

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 in the District.

FAMILY, SCHOOL AND COMMUNITY INVOLVEMENT

Goal

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

Corrales International School will convene a representative district health advisory council (hereto referred to as the SHAC) that meets annually to review goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

In accordance with Public Education Department rule 6.12.6.6 NMAC, Corrales International School 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.

Corrales International School 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.

Corrales International School's wellness policy and the progress reports can be found at the school's website at:
www.corralesis.org

Leadership

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

The 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

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, 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 a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: corralesis.org

Recordkeeping

Corrales International School will retain records to document compliance with the requirements of the wellness policy at Corrales International School's Administrative.

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;
- Documentation of annual policy progress reports
- Documentation of the triennial assessment
- Documentation demonstrating compliance with public notification requirements, including:
 - Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public
 - Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the school in meeting wellness goals. This annual report will be published around the same time each year, March. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SHAC.

The annual report will be available in English

The District will actively notify households/families of the availability of the annual report through both the school's website as well as through the annual parent-student handbook

The SHAC will establish and monitor goals and objectives for each of the content-specific components listed in the sections of this policy.

In addition, Corrales International School may

- Analyze and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures.
- Track and discuss other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy per the NSLP / SBP (Nutrition Administrative Review Process) to assess the implementation of the policy and include:

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

The position/person responsible for managing the triennial assessment and contact information is Charlotte Alderete-Trujillo, Corrales International School Executive Director, tolleym@corralesis.org

The SHAC will monitor schools' compliance with this wellness policy.

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

Revisions and Updating the Policy

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

Community Involvement, Outreach, and Communications

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

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

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 **Corrales International** health education curriculum, including the required health education course where applicable, is aligned to these standards. **(District)** incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review.

Corrales International provides a planned, sequential, 6th – 8th 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.

Corrales International School will provide:

- A. Activities in comprehensive health education content standards with benchmarks, and performance standards as set forth by the NMPED Standards and Benchmarks.
- B. Activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.
- C. 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.
- D. 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.
- E. 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 as well as through Advisory and Service Learning
- D. Health education is integrated and supported through community collaboration activities with organizations.
- E. Corrales International may work to maintain, increase and document community collaborative efforts that provide activities to support health education for our students
- F. Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (e.g., Alliance Healthier Generation, 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
- Students will discuss and learn about environmental justice
- Students will discuss and learn about food justice
- Students will discuss, learn and engage in cultural traditions that align with agriculture, food and water

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

Corrales International School 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.

Corrales International 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.

Corrales International 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.

Corrales International has contracted with APS Food Services to provide all food served at breakfast, and lunch. APS Food Services provides breakfasts, and lunches that meet the federal and state recommended nutrition guidelines. APS Food Services provides:

- 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

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

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.) (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:

- ✓ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- ✓ 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, Corrales International School will:

- Accommodate students with special dietary needs.
- Students will be allowed at least 30 minutes to eat breakfast, beginning to serve at 7:30 to 8:00
- Implement a 30-minute lunch with a minimum of 15 minutes to eat.
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (*defined as midnight the night before to 30 minutes after the end of the instructional day) and throughout every school campus (**defined as areas that are owned or leased by the school and used at any time for school-related activities that are accessible to students). The District will make drinking water available where school meals are served during mealtimes. Water dispensers are available in the cafeteria. 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.

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; the district can provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Corrales International will reference the Alliance for a Healthier Generation and from the USDA for healthy party ideas.
2. Corrales International will request that all classroom snacks brought by parents meet Smart Snacks nutrition standards
3. CIS will provide teachers (including special education teachers and related service personnel) 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.

- The District can 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, they must meet or exceed the USDA Smart Snacks.
- The schools do not permit any fundraiser exemptions, and all food-related fundraisers during the school day meet USDA Smart Snack standards.
- Schools will encourage fundraisers promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

Nutrition Promotion

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

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

- Implementing evidence-based healthy food promotion techniques through the school meal programs, and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition 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 science, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing;
- 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, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District 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
- 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

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

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

Other Activities that Promote Student Wellness

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

Corrales International School will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition 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

The District will continue relationships with community partners (i.e. Food Service Providers, 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

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

Food Safety Inspections

The District 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

Corrales International School's goal is to provide as much moderate to vigorous physical activity before, during and/or after school as possible.

A substantial percentage of Corrales International School's students' physical activity is provided through these components:

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

Corrales International 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

Corrales International School physical education staff inspects the school grounds weekly to ensure that its grounds and facilities are safe and that equipment is available to students to be active. Corrales International School Safety personnel and physical education staff conduct bimonthly safety checks to include regular inspections of playing fields and playgrounds. 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.
- The District will work with schools to 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

The District 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

Corrales International has a scheduled 30 minute daily lunch. 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 or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. 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 District-guided procedures of 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

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

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

- Providing access to the playground and equipment for up to 30 minutes prior to the beginning of the school day
- Providing specific after school clubs that focus only on physical activity including but not limited to
 - Sports Activities
 - Running Club
- Providing a comprehensive school sponsored sports program with opportunities to participate after school

Active Transport

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

- 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
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students (Districts are required to provide opportunities to educate students and their families on bicycle safety best practices.)
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper

PHYSICAL EDUCATION

Definition

Physical education (PE) is an academic subject and serves as the foundation of a CSPAP. 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.

Corrales International School 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. Corrales International shall offer a planned, sequential physical education curriculum serving 6th, 7th and 8th graders aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. Activities shall be based on goals and objectives that are appropriate for all Corrales International student requirements.
- B. Corrales International also provides upperclassmen an off campus option to a local community partner for use of their gym for PE for 105 minutes per week.

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.

- Corrales International will develop and regularly review a Safe School Plan that meets 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.
- Corrales International 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.
- Corrales International's mission is to provide a small and safe school environment that promotes camaraderie, cooperation and family-like relationships Corrales International provides a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning;
- Corrales International performs 12 Emergency drills including a minimum of 9 fire drills, 2 shelter-in-place and one evacuation drills.
- Corrales International maintains and regularly reviews a Bullying Prevention Policy that meets the requirements 6.12.7 NMAC Bullying Prevention. Corrales International Bullying policy contains an absolute prohibition against bullying and is inclusive of cyber-bullying prevention per 6.12.7.8 (D) NMAC
- Corrales International School will annually research recovery strategies and add these to the safe school plans, per the Safe Schools Guidance Document instructions.
- CIS will provide appropriate, adequate, and best-practice training for students, teachers and staff that support personal safety and a violence/harassment-free environment.
- The CIS building and grounds, structures, buses and equipment are kept inviting, clean, safe and in good repair and will meet current safety standards or formally report deficiencies.
- Corrales International School 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, which
- Corrales International outlines instructions to local school boards on establishing and communicating such policies.
- CIS 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
- CIS 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,

VIII. 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.

- Corrales International shall develop and maintain plans addressing the behavioral health needs of all students in the educational process. Where possible, Corrales International will collaborate with community agencies to provide services and promote strategies that maintain and/or improve students' social and emotional well-being.
- Corrales International School maintains community collaborative relationships with
 - a. PB & J
 - b. Agora
 - c. CYFD
 - d. Alliance for a Healthier Generation
 - e. Planet Fitness
 - f. New Mexico Heart Association
 - g. UNM Nutrition
 - h. Southwest Family Guidance Center
 - i. New Day
 - j. Community for Learning
- Corrales International School employs a Social Worker
- CIS provides a positive, supportive environment in which students are able to request assistance when needed
- Corrales International has developed, implemented and will maintain an Advisory Program (LIT) where students have the opportunity to discuss student issues that may include but not be limited to supportive or intervention services for academic, personal, social or emotional needs that can be addressed at the school level and by school personnel.
- Corrales International School 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 Corrales International Schools health education curriculum per NMAC 6.29.1.19.
- All CIS staff are trained annually in recognizing the signs of child abuse and neglect
- All CIS staff are required to complete the state online training for child abuse and neglect recognition training upon hire and annually thereafter.
- All CIS 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.

- CIS Social Worker and the Wellness team has developed and implemented a Suicide Prevention protocol in the event when a student threatens suicide.
- CIS Social Worker along with the Wellness team has created a referral protocol to identify students that may be in need of mental health services.
- CIS Social Worker participates in a CIS School Crisis Team that support the school with crisis incidents
- Corrales International will partner with social service agencies (examples: Southwest Family Guidance Center, New Day, etc.) for services that can be better provided by such agencies. School social workers or other designees will provide links to community resources for students and families as appropriate.
- The School 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. Students who feel connected to someone in the school or community are more likely to graduate and less likely to get in trouble.
- In keeping with the school's mission to graduate students who are responsible, ethical contributors to society, Corrales International will provide some character education for students in the form of Service Learning.
- 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.
- The school 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, social work services, school assemblies, PTA/PTSO involvement, and other strategies appropriate to their school communities.
- The school will continue to work with families in a proactive way to enforce Corrales International's 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.
- Corrales International will utilize Student Assistance Teams (SAT/MLSS) 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.

Corrales International is committed to providing health services through its schools that are appropriate to the school setting and that meet the needs of students in the educational process. Corrales International maintains a plan in providing health services that meet the needs of all students in the educational process. Such services shall be defined, coordinated, and evaluated and agreed upon by all parties through the students IEP meetings

- Corrales International contracted Nurse along with the Nurse Assistance develops and implements Individualized Health Plans (IHP) in collaboration with student, family, educators and health care providers. The IHP is reviewed annually.
- Corrales International has contracted with Cooperative Educational Services (CES) and LSG to provide ancillary services that include but may not be limited to Speech and Language Pathology, Occupational Therapy, Physical Therapy, etc.
- Corrales International School's Social Worker, Administration, Special Education Department and the Health and Wellness Team 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.
- School personnel will meet all federal and state reporting, record-keeping and confidentiality requirements.
- Corrales International has developed and will continue to develop a process and system for treating minor injuries at the school site.
- All staff are CPR certified every 2 years
- Corrales International School 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)/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.
- Corrales International School 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.

- CIS 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
- CIS 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 Corrales International may 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 (e.g., speech therapy or physical therapy and or occupational therapy)
- Corrales International School will, at a minimum, have a part-time health assistant and Nursing. Corrales International will work with the Department of Health to make immunizations available to all students.
- Corrales International 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
- Corrales International 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.
- Corrales International School has developed policy statements and management / action plan 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.

Corrales International Staff 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.

Corrales International 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.

- Corrales International shall provide an equitable work environment and the school shall be in compliance with the provisions of the Americans with Disabilities Act, Title III.
- Corrales International 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
- Corrales International 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: Shining Stars Step Program, District office flex schedule to encourage walking or use of Cyber fitness facility, participation in cancer walks, Run for the Zoo, etc.).
- The School is encouraged to involve PTA's/PTSO's in signups and participation in fun runs, walks, and other staff wellness activities.
- The School is encouraged to 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.
- CIS 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, Corrales International School 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

Corrales International School 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 Corrales International 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. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

Name	Title	Role	email
Mark Tolley	Head of School	SHAC Team Member Lead	tolleym@corralesis.org
<u>Michele Koenigsberg</u>	Nurse	SHAC Member	koeniqsbergm@corralesis.org
<u>Patti Brainard</u>	Health Assistant	SHAC Member	<u>brainardp@corralesis.org</u>
<u>Julie Chanin</u>	Social Worker	SHAC Member	chaninj@corralesis.org
Kimberly Romero	Special Ed Teacher	SHAC Member	romerok@corralesis.org
Rebecca Mann	Parent	SHAC Member	
Dawn Jackson	Food Services, Determining Officer	Wellness Team Lead	
Lisa Tiger	Health Teacher	SHAC Member	tigerl@corralesis.org
Sheley Wimmer	Governing Council Member	SHAC Member	wimmers@corralesis.org
Kandy Berry	P.E. Teacher	SHAC Member	berryk@corralesis.org

Appendix B

Corrales International School

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.

Process Evaluation: Measuring implementation of 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 contains 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 fundraisers during normal school hours offerings minimally meet guidelines set forth in subsection B of 6.12.5.8 NMAC.			
Nutrition guidelines for school sponsored fundraisers 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, 6-8 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 6-8 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			

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 offerings in la carte meet the guidelines set forth in subsection B of 6.12.5.8 NMAC.</p> <p>100% of the clubs/sports/etc. 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, a la carte 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. **“Fundraisers”** 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.

III. PHYSICAL EDUCATION

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.

- Corrales International shall offer a planned, sequential physical education curriculum serving 6th, 7th and 8th graders aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. Activities shall be based on goals and objectives that are appropriate for all Corrales International student requirements.
- Corrales International requires Physical Education class three times a week for 45 minutes each for 6th grade once a week for 90 minutes for 7th and 8th grades, and once a week for 180 minutes for 9th-10th grades.

IV. PHYSICAL ACTIVITY

Physical activity covers a broad spectrum of opportunities for students to move and exercise their brains and bodies outside of the physical education curriculum. These may include but are not limited to integration of movement into core curriculum to provision of sports, fitness, recreational activities, technology based and teacher led, during, before and/or after school.

- A. Students shall be provided with opportunities to engage in moderate to vigorous physical activity during, before and/or after school. The school shall create guidelines to provide such physical activity opportunities to students.
- B. Corrales International will provide education on the health benefits of physical activity that align with the New Mexico Health Education content standards, benchmarks, and performance standards as set forth in 6.30.2.19 NMAC.
- C. Corrales International provides all students with a minimum of 30 minutes, spread throughout the day, to participate in physical activity and recreational activities excluding P.E.