



# Raíces del Saber Xinachtli Community School

**Wellness Policy**

**May 2019**

## Policy Statement

*Raíces acknowledges that holistic wellness is important in helping students meet their academic potential and enjoy life long health. Raíces has developed these wellness policies to enhance the wellness culture of the school. The purpose of this policy is to describe how Raíces del Saber Xinachtli Community School will comply with regulations regarding the Wellness Policy (6.12.6 NMAC) and to help ensure a Coordinated School Health Model is being implemented at the school. Raíces is committed to providing:*

1. A school environment that establishes a coordinated approach to student and staff wellness, and
2. A learning environment that fosters the development and practice of lifelong wellness behaviors that support student achievement.

Therefore, Raíces will follow and meet all requirements set forth by the Public Education Department (PED) in NMAC 6.12.6.8. The policies outlined within this document are intended to create a school environment that protects and promotes the health of our students.

A coordinated school health approach means building a framework for linking health and education, and establishing and maintaining health and successful lifestyles in our students.

The components of a coordinated school health program are:

1. Family, school, and community involvement
2. Health education
3. Health services
4. Healthy and safe environment
5. Nutrition
6. Physical activity
7. Physical education
8. Social and emotional well-being
9. Staff wellness

## Mission Statement

Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills.

Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

## School Wellness Policy --- Family, School & Community Involvement

**Definition:** Family, school and community involvement means an integrated family, school and community approach for enhancing the health and well-being of students by establishing a School Health Advisory Council (SHAC) that is responsible for making recommendations to the governing council regarding 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. All staff, students, and community members will be allowed to participate.

Raices SHAC membership include 1) The School Principal, 2) Family members 3) two additional school staff members including the Director of Operations & Community Engagement and 4) at least one community partner who is aligned with our health and wellness goals. The name(s), title(s)/role(s), and email address of these individuals will be added to Appendix B. SHAC activities are supported by AmeriCorps VISTA volunteers with the guidance of Raices staff focused around prevention and health and wellness.

**Goal:** The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools, and communities support the development and maintenance of this comprehensive learning environment. The school health advisory council shall have the responsibility to make recommendations to the Governing Board in the development or revision, implementation, and evaluation of the school wellness policy. The school health advisory council shall meet for this purpose a minimum of two times annually. The SHAC will update or modify the wellness policy based on the results of the annual progress reports and 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.

## **Wellness Policy Requirements**

### **School Health Advisory Council Committee Role & Membership**

The school is required to convene a school health advisory council (SHAC) that meets at least two 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.

### **Leadership, Wellness Policy Implementation, Monitoring, Accountability, & Community Engagement Implementation Plan**

School leadership is required to ensure the convening of the SHAC and facilitate updates to the wellness policy and ensure compliance with the Wellness Policy. The school shall develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan has 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.

### **Recordkeeping**

The school shall retain records to document compliance with the requirements of the wellness policy.

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) SHAC membership that reflects the required stakeholder groups; and
  - (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy; and
  - (3) Documentation of annual policy progress reports.

- Documentation of the triennial assessment of the policy; and
- Documentation demonstrating compliance with public notification requirements, including:
  - (1) methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and
  - (2) efforts to actively notify families about the availability of the wellness policy and school wellness activities/services.

### **Annual Progress Reports**

The school shall compile and publish an annual report to share basic information about the wellness policy and report on the progress in meeting wellness goals. This annual report will be published around the same time each year and will include information 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 our progress in meeting the wellness policy goals;
- A summary of our events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SHAC.

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

### **Triennial Progress Assessments**

At least once every three years, the school will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which we are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the wellness policy.

The SHAC, in collaboration with school administration, will monitor schools' compliance with this wellness policy.

### **Revisions and Updating the Policy**

The SHAC may update or modify the wellness policy based on the results of the annual progress reports and 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, & Communications**

Raices is committed to being responsive to community involvement and input. Raices 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. Raices will inform families of 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. Raices may utilize its 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. Raices will ensure that communications are culturally and linguistically appropriate to the community.

### **School Wellness Policy -- Health Education**

**Definition:** Health education is an 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](#).

Raices implements a planned, sequential, health education curriculum that addresses the physical, mental, emotional and social dimensions of health and wellness. The health/wellness education curriculum is aligned to the health education content standards with benchmarks and performance standards as set forth in [NMPED Standards and Benchmarks](#).

All health education lessons will be taught in a culturally sensitive and developmentally appropriate manner. Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.). 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.).

Goals:

1. Raices will identify and implement age-appropriate health education and prevention programs to strengthen Health Education in the elementary grades (k-5).
2. Raices will engage parents and family members in all prevention and health education activities offered after school (in Spanish).
3. Raices will explore how it can increase hours of operation to offer an After School Program.
4. Raices will explore possibilities for offering School-Based Health Center.

### **NEW MEXICO HEALTH EDUCATION STANDARDS**

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

## School Wellness Policy -- Nutrition & Nutrition Education

**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.

- **School day** is defined as midnight the night before to 30 minutes after the end of the instructional day
- **School campus** is 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

Raíces is committed to providing a school environment that ensures opportunities for all students to practice a “natural way of living” using healthy eating and physical activity behaviors throughout the school day. Raíces will teach students how to make informed choices about nutrition, health, and physical activity. Food and drink items are allowed as long as they are natural and healthy. Raices integrates nutrition education into the classroom. Raíces will encourage the consumption of local, natural and processed fresh fruit, vegetables, whole grains, and nuts. Raices is committed to providing healthy meals to children to provide a free breakfast and lunch program, in compliance with all federal guidelines for nutrition.

All foods sold to students as a fundraiser meet guidelines for competitive food standards as stated in [6.12.5.8 NMAC](#). Guidelines for fundraisers that do not meet the competitive food standards are limited to no more than two occasions per semester per grade level and are not conducted during meal service or in the foodservice area as stated in [6.12.5.8 NMAC](#).

Goals:

A. 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 [6.12.5.8 NMAC](#).



- B. 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 per grade level and may not be conducted during meal service or in the food service area.
- C. Establish guidelines for other school-based activities to promote student wellness to ensure all school-sponsored events will adhere to the wellness policy
- D. Make available nutritious and healthy food options throughout the day and ensure that students receive nutrition messages that are consistent throughout all classrooms, and places students eat.
- E. Consider scheduling recess before lunch so that children are less distracted and ready to eat a healthy diet.
- F. Participate in an annual wellness challenge to promote healthy beverage choices (no sugary drinks) and to increase water intake. The annual wellness challenge promotes all aspects wellness with school staff and partners to implement a month long of activities focused on health and wellness.

### **Competitive Foods & Beverages**

Raices 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.

### **Celebrations & 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; Raices will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA;
2. Classroom snacks brought by parents; Raices will provide parents a list of foods and beverages that meet Smart Snacks nutrition standards;
3. Rewards and incentives; Raices 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. In alignment with 6.11.2 NMAC, Raices will not withhold food, water or bathroom privileges from a student for any reason.

### **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 to include culturally appropriate foods and drinks or baked foods versus fried foods. Raices will make available to parents and teachers a list of healthy fundraising ideas.

### **Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using healthy 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 school campuses.

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

- Ensuring healthy food through the school meal programs; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards as delineated in [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### **Nutrition Education**

Raices aims to teach, model, encourage and support healthy eating by students. Raices 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 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;
- Emphasizes 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; and
- Include nutrition education training for teachers and other staff.

### **Essential Healthy Eating Topics in Health Education**

Raices will include in the health education curriculum which may include the following 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
- Understanding land-based and local food systems
- 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
- 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
- Recognizing the health benefits of indigenous diets
- 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
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### **Food & Beverage Marketing in Schools**

Raices 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. Raices 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 campus that contains messages, inconsistent with the health information we are imparting through nutrition education and health promotion efforts. Raices intends to protect and promote student's health by not permitting advertising and marketing for unhealthy foods and beverages on campus.

*Note: 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;*
- *Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards; and*
- *Advertisements in school publications or school mailings.*

### **Other Activities that Promote Student Wellness**

Raices will integrate wellness activities across the entire school setting. Raices will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components, so all efforts are complementary and promote holistic wellness.

Staff are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics. 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.

### **Community Partnerships**

Raices will enhance relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of the wellness policy 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 & Engagement**

Raices 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, Raices may use electronic mechanisms (such as email or displaying notices on the 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.

### **School Wellness Policy --Physical Activity**

**Definition:** Physical activity means body movement of any type which includes recreational, fitness and sport activities. The wellness policy shall include guidelines to provide physical activity opportunities to students before, during and/or after school.

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

#### **Goal:**

The goal of physical activity within a coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.

- A. School procedures provide for physical activity opportunities to students before, during and/or after school.
- B. Raices provides education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.29.9NMAC.

#### **Physical Activity**

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities, and the district is committed to providing these opportunities. Schools will ensure 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.

### **Essential Physical Activity Topics in Health Education/Wellness Class**

Health/wellness education curriculum may include 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

### **Recess**

All elementary schools should offer at least **20 minutes of recess** on all or most days, not included as part of the instructional day, during the school year. This policy may be waived on early dismissal or late arrival days.

**Outdoor recess** will be offered when the weather is feasible for outdoor play. 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**

Raices 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. Raices 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. Raices will provide resources and links to resources, tools, and technology with ideas for physical activity breaks.

### **Active Academics**



Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

Raices will support 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 & After School Activities**

Raices is developing opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. Raices will encourage students to be physically active before and after school.

### **Active Transport**

Raices supports active transport to and from school, such as walking or biking. Raices will explore how it can support:

- 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)
- Promotion of safe routes program to students, staff, and parents via newsletters
- Documentation of the number of children walking and or biking to and from school
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **School Wellness Policy --Physical Education**

**Definition:** Physical Education (PE) is an academic subject and serves as 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 an 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

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

**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](#). A planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as per 6.29.9 NMAC.

**Physical Education**

Raices will provide 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 concepts.

All students will be provided an equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

- Student in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

### **School Wellness Policy --Healthy & 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 in New Mexico is required to provide a healthy and safe environment, as outlined in the [6.29.1 NMAC](#) Standards for Excellence General Provisions, which require:

- schools to provide a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning; and
- practice of Emergency drills including fire, shelter-in-place and evacuation drills.

Raices is developing a Safe School plan and protocols which, in alignment with the Raices core values, outlines plans to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement. Raices has a bullying prevention policy and procedures.

**PED Required Activities:** Includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule [6.12 . 6 NMAC](#) . The following PED required activities are expected to be included in every wellness policy submitted to the PED.

A. Develop a safe schools plan at each school building that is focused on supporting healthy and safe environments, including, but not necessarily limited to: prevention, policies and procedures and an all-

hazards emergency response plan, as described in the Safe Schools Guidance Document provided by NM PED's Coordinated School Health & Wellness Bureau.

B. Perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 Shelter-in-Place drills and one evacuation drill with specific guidance as outlined in subsection N of [6.29.1 NMAC Standards for Excellence General Provisions](#).

C. Create and maintain a Bullying Prevention Policy, which is established and communicated as outlined in [6.12.7 NMAC Bullying Prevention](#) . Such bullying prevention policies must contain an absolute prohibition against bullying and must also be inclusive of cyber bullying prevention with specific requirements as set forth in [6.12.7.8 \(D\) NMAC](#).

### **Other Activities**

A. All school buildings 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.

B. All schools will abide by district/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 outlines instructions to local school boards on establishing and communicating such policies.

C. All schools must 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](#).

D. The school has an Automatic External Defibrillator (AED) on the school grounds at all times. The majority of staff are trained in the use of AEDs by AHA Heartsaver guidelines. Raices would like two additional AEDs to be readily available and maintained to travel with staff on the bus for all student events held off campus.

E. Specific to use of pesticides [6.29.19 NMAC: Standards for Excellence General Provisions, Part O](#) , requires that all school districts develop 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. Raices will work with the Indian Pueblo Cultural Center (IPCC), landlord of the property, in collaboration to ensure that knowledge of pesticide use is consistent to limit the use on campus.

## **School Wellness Policy --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 students' individual health needs. Behavioral health programs should support the student's process to become a fully functioning, happy and balanced.. 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 the Raices 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. Raices's Wellness Philosophy includes social and emotional wellness and is offered in a variety of ways including student reflection, including:

- a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
  
- provisions for support service programs, which strengthen the instructional program, including school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2) provide licensed staff to develop and supervise the program; (3) be assessed as part of the educational plan for student success (EPSS) process (see [6.29.1.8 NMAC](#)); and (4) support the local curriculum and EPSS.
  
- training and compliance for school personnel to report substance abuse, child abuse and neglect.

### **Substance Abuse:** [Section 22-5-4.4 NMSA 1978](#)

"A. A school employee who knows, or in good faith suspects, any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board.

B. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse, shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse.”

**Child Abuse and Neglect: [Section 22-10A-32 NMSA 1978](#)**

A. All licensed school employees shall be required to complete training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. Except as otherwise provided in this subsection, this requirement shall be completed within the licensed school employee's first year of employment by a school district. The certificate of completion for Child Abuse and Neglect Training is kept in personnel files.

**School Wellness Policy --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, therefore Raices:

- ensures all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set in [6.12.2.10 NMAC Human Immunodeficiency Virus \(HIV\)](#);
- 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. Exemptions](#). An exception is 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;

- acknowledges all public and nonpublic schools must grant to any student in grades kindergarten through 12 authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in [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. More information on medications in the school may be found in Section VI. of the New Mexico School Health Manual;
- acknowledges that all schools are required to ensure that vision screening tests are administered to students enrolled in the school in pre-kindergarten, kindergarten, first grade and third grade and for transfer and new students in those grades, unless a parent affirmatively prohibits the visual screening. The [Save our Children's Sight Fund](#), created in 2007, through [7.30.10 NMAC](#) further allows DOH to promulgate rules for the award of money for certain eligible students and to establish vision screening test standards

### **School Wellness Policy --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.

The goal of staff wellness is to promote activities for staff designed to promote the physical, emotional, mental health of employees.

Raices will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies that schools will use, include self reflection using Raices's Wellness Wheel; activities that promote physical activity, like staff hikes; activities that promote healthy eating and nutrition education, such as an indigenous cooking class; wellness challenges to promote healthy habits; nutrition policy to limit caffeinated and sugary beverages; and intentional efforts to build community and strengthen relationships at school.

**Raices will:**

- Create a plan to address the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the [Americans with Disabilities Act, Title III](#) .
- Ensure the rights to privacy of all school employees infected with HIV are protected.

**Appendix A**

Raíces del Saber Xinachtli Community School  
**SCHOOL HEALTH ADVISORY COUNCIL (SHAC) MEMBERS**

As per the Public Education Department Wellness Policy rule, all New Mexico districts and charter schools shall establish a district School Health Advisory Council (SHAC) that consists of parent(s), school



food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s).

First Name	Last Name	Role/Affiliation with Raices	Email Address
Angela	Armstrong	Principal	astock@raicesdelsaber.org
Lucia	Carmona	Director of Operations & Community Engagement	lcarmona@raicesdelsaber.org
Jane	Ashe	Governing Board Member	jashe@raicesdelsaber.org
Elva	Varela	Office Manager	evarela@raicesdelsaber.org

**Appendix C**

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY PART 6 SCHOOL DISTRICT WELLNESS POLICY**

**6.12.6.1 ISSUING AGENCY:** Public Education Department. [6.12.6.1 NMAC - N, 02-28-06]

**6.12.6.2 SCOPE:** This regulation applies to public schools in New Mexico unless otherwise expressly limited. [6.12.6.2 NMAC - N, 02-28-06]

**6.12.6.3 STATUTORY AUTHORITY:** This regulation is adopted pursuant to Sections 22-2-1 and 9-24-8 NMSA 1978. [6.12.6.3 NMAC - N, 02-28-06]

**6.12.6.4 DURATION:** Permanent. [6.12.6.4 NMAC - N, 02-28-06]

**6.12.6.5 EFFECTIVE DATE:** February 28, 2006, unless a later date is cited at the end of a section. [6.12.6.5 NMAC - N, 02-28-06]

**6.12.6.6 OBJECTIVE:** This rule requires the adoption of local school district wellness policies. [6.12.6.6 NMAC - N, 02-28-06]

**6.12.6.7 DEFINITIONS:**

12.6.7.A. “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.

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

12.6.7.C. “Fundraiser” means a sale on a school campus to benefit a school or school organization of beverage or food products limited by a United States department of agriculture school meal program for use, consumption or sale during the school day in competition with school meals. A fundraiser may be conducted only for up to one school day on two occasions per semester or trimester term in a school that participates in United States department of agriculture school meal programs. The wellness policy implemented through 6.12.6 NMAC shall include annual assurances to the New Mexico public education department of compliance with limitations on “fund raisers” pursuant to this subsection and subject to review as part of the administrative review of a school food authority.

12.6.7.D. “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. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

12.6.7.E. “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, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

12.6.7.F. “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.

12.6.7.G. “Nutrition” means programs that provide access to a variety of nutritious and appealing meals and snacks that accommodate the health and nutrition needs of all students.

12.6.7.H. “Physical activity” means body movement of any type which include recreational, fitness, and sport activities.

12.6.7.I. “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 skill, 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.

12.6.7.J. “Social and emotional wellbeing” means services provided to maintain or improve students’ mental, emotional, behavioral, and social health.

12.6.7.K. “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.

12.6.7.L. "Emergency Operation Plan (EOP)" means the document which outlines and explains functions, resources and coordination procedures for responding to and supporting crisis, emergency, terrorist-response, and disaster operations, and is that portion of a safe school plan that details risk assessments and establishes the plans or procedures to manage a crisis, emergency, terrorist or disaster event before, during and after it has occurred and includes, but is not limited to, emergency routes and staff assignments as they relate to immediate actions, delayed actions, mitigation actions, facility evacuations and facility reentry. [6.12.6.7 NMAC - N, 02-28-06; A, 11-30-06; A, 05-15-14; A, 12-30-14]

**6.12.6.8 REQUIREMENTS:**

12.6.8.A. This section applies to local school boards, local school districts, and charter schools and governs policies to be implemented by local school districts with regards to student and school employee wellness.

12.6.8.B. Each school district and charter school shall develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach.

12.6.8.C. Each school district and charter school shall submit the wellness policy to the public education department for approval.

(12.6.8.C.1) Sections of the wellness policy that meet the requirements set forth in Paragraphs (3), (4), (5) and (10) of Subsection D and the requirements set forth in Subsection E of this section shall be submitted to the public education department on or before August 30, 2006.

(12.6.8.C.2) Sections of the wellness policy that meet the requirements set forth in Paragraphs (1), (2), (6), (7), (8) and (9) of Subsection D of this section shall be submitted to the public education department on or before January 30, 2007. 12.6.8.D.

The wellness policy shall include, but shall not be limited to:

(12.6.8.D.1) a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC;

(12.6.8.D.2) a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC;

(12.6.8.D.3) guidelines to provide physical activity opportunities to students before, during and after school;

(12.6.8.D.4) nutrition guidelines meeting standards established by federal rules at 7 CFR 210.11 and 7 CFR 210.11a, the Healthy Hunger-Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966;

(12.6.8.D.5) guidelines for fund raisers established at 6.12.5 NMAC and an annual assurance of compliance with limitations on fund raisers established at 6.12.5 NMAC;

(12.6.8.D.6) a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional wellbeing;

(12.6.8.D.7) school safety plans at each school building focused on supporting healthy and safe learning environments; the school safety plan must be submitted to the public education department for approval on a three- year cycle and must include the following minimum components:

(12.6.8.D.7.a) introduction;

(12.6.8.D.7.b) school policies and procedures;

(12.6.8.D.7.c) prevention; and

(12.6.8.D.7.d) a school EOP;

(12.6.8.D.8) a plan addressing the health services needs of students in the educational process;

(12.6.8.D.9) a plan addressing the staff wellness needs of all school staff that minimally ensures an equitable work environment and meets the American with Disabilities Act, Part III;

(12.6.8.D.10) a plan for measuring implementation and evaluation of the wellness policy, including the designation of

one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.

12.6.8.E.Family, school and community involvement. Each local board of education shall establish a district school health advisory council that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff; student(s); and community member(s). The school health advisory council shall have the responsibility to make recommendations to the local school board in the development or revision, implementation, and evaluation of the wellness policy consistent with this rule. The school health advisory council shall meet for this purpose a minimum of two times annually.

[6.12.6.8 NMAC - N, 02-28-06; A, 11-30-06; A, 05-15-14; A, 12-30-14]

**History of 6.12.6 NMAC:** [Reserved]