

WALATOWA HIGH CHARTER SCHOOL

Wellness Policy Handbook

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School Health Advisory Council

The School Health Advisory Council (SHAC) is a committee consisting of parent(s), school food authority personnel, school board member(s), administrator(s), other school staff, student(s), and community member(s). The SHAC meets a minimum of twice annually to review and make any necessary recommendations to local school board in the revision, implementation, and evaluation of the Wellness Policy. SHAC meetings are open to the public and the Wellness Policy is available for viewing through the district website.

Nutrition and Nutrition Education

- Dr. Arrow Wilkinson & Alfred C. Casiquito

Health Education/Physical Activity

- Forest Becker & Dr. Arrow Wilkinson

Social and Emotional Well-Being

- JHHS Health Services & Dr. Arrow Wilkinson

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- Dr. Kristina Kommander-Salazar

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WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
Nutrition and 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, and sense of well-being, obesity prevention and disease resistance.

Requirement:

WHCS shall promote at a minimum: goals for nutrition education; other school-based activities to promote student wellness; nutrition guidelines for all foods available on school campus; and 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.

Goal:

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.

Activities:

All schools will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.29.6 NMAC.

I. PED Required Activities:

A. WHCS will 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.

B. WHCS will 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.

C. WHCS will establish guidelines for other school-based activities to promote student wellness.

II. Other Activities:

A. WHCS will ensure that students receive nutrition messages that are consistent throughout schools, classrooms, cafeterias, homes, community and media.

B. WHCS will support the school breakfast program.

C. WHCS will create a collaborative plan between the cafeteria and classroom to promote healthy selections and nutrition education.

Nutrition

School Meals

WHCS 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.

WHCS is to participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Fresh Fruit & Vegetable Program (FFVP), Seamless Summer Option (SSO). The WHCS also operates additional nutrition-related programs and activities including Breakfast after the Bell (BAB). All schools within the WHCS are 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.
- Promote healthy food and beverage choices using the following:
 - Whole fruit options are displayed in attractive bowls or baskets
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers; flavored milk is allowed if non-fat.
 - Clean drinking water fountains/and or free drinking water will be available to all students throughout the school day.
 - Alternative entrée options are highlighted on menus within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bar, service line, etc.).

- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- The report on the most recent food safety inspection must be posted in a publically visible place in the school and copies of the report provided to any member of the public upon request.
 - Menus will be posted on the WHCS website.
 - School meals are administered by a team of child nutrition professionals.
 - The WHCS child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 30 minutes to eat lunch, counting from the time they have received their meals and are seated. (NOTE: School lunch periods must be a minimum of 30 minutes per day – 6.29.1.9(I)6 NMAC.)
 - 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.

Food Safety

All foods made available on campus to students and staff will comply with state and local food safety and sanitation regulations. Any group or organization selling goods and/or beverages within a WHCS facility at any time must meet the requirements of the State of New Mexico Environmental Health Department District I Field Office Food Sanitation Ordinance and obtain an appropriate food permit.

- Student Nutrition Services will ensure that Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented in each school food establishment to prevent food borne illness.
- All Student Nutrition Service employees shall regularly participate in professional development activities that address strategies for promoting healthy eating behaviors in student friendly dining environments. Staff shall also successfully complete district qualification requirements every three years concerning proper food safety and sanitation.
- All School nutrition staff will obtain a Food Handlers Certificate by March 1, 2017. At least one person, preferably the kitchen manager must have a Serve Safe Certificate. All staff will follow the safety and sanitation regulations set forth by NM Environmental Department and local HACCP Policy by the food service director of the WHCS to ensure all foods served will be safe for consumption in a clean, safe and friendly environment.
- The WHCS 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.

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.

Annual Minimum Required Training Hours for Directors, Managers, and School Staff

Position Defined As Annual Hours*

Director Responsible for managing school nutrition programs for all schools under an SFA

Manager In charge of the operations of a site (or several sites)

Staff Works 20 or more hours weekly in direct program support

Part-time Staff Works less than 20 hours per week in direct program support

Competitive Foods and Beverages

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

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

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 after the last student is served in the service line.

Fundraising held during school hours shall sell non-food or foods and beverages that meet or exceed the Smart Snack nutrition standards. Fundraisers held after the school day can sell food items that do not meet the Smart Snack guidelines. Each school may have two fundraisers per semester that do not meet the Smart Snack Standards.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

WHCS 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.
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

WHCS 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 math, science, language arts, social sciences, and elective subjects;
- 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); USDA's Team Nutrition provides free nutrition education and promotional materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics and more

Food and Beverage Marketing in Schools

WHCS 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. WHCS strives to teach students how to make informed choices about nutrition, health, and physical activity.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items is not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time, so that decisions about the replacement include compliance with the marketing policy.);
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold By WHCS;
- Advertisements in school publications or school mailings; and
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Other Activities that Promote Student Wellness

The WHCS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The WHCS 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.

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

Community Health Promotion and Engagement

The WHCS 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.

WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
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.

Requirement:

The wellness policy requires that WHCS health education curriculum, including the required courses where applicable, is aligned to the Health Education Content Standards with Benchmarks and **Performance Standards**. Currently WHCS offers 0.5 credit of health education at the middle school level, and 1.0 credit of health education at the high school level as a requirement for graduation.

Goal:

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

I. PED Required Activities:

- A. WHCS shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health.
- B. WHCS health education curriculum will be aligned to the health education content standards with benchmarks and performance standards as set forth in NM PED Standards and Benchmarks.
- C. WHCS will provide activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards
- D. WHCS shall implement a 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. WHCS 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.
- E. WHCS shall provide 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.
- F. WHCS high school students will receive lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training. Students shall be trained to recognize the signs of a heart attack use an automated external defibrillator and perform the

Heimlich maneuver for choking victims. This training is included as part of the Health Education course that is required for graduation.

II. Other Activities:

A. Health education lessons are taught using a variety of instructional strategies in a culturally sensitive and appropriate manner.

B. Health education is integrated into the core curriculum.

C. Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (School Health Education Institute, Head to Toe, New Mexico Activities Association)

Life Skills:

The emergence of life skills education into health education calls for the emphasis to be placed on students being able to use essential knowledge and skills required to adopt, practice, and maintain healthy behaviors. Health education as life skills education requires a focus on prevention of risky behaviors including:

- use of tobacco, alcohol and other drugs
- poor dietary patterns
- sedentary lifestyles
- behaviors that result in sexually transmitted diseases/infections and unintended pregnancy
- behaviors that result in unintentional injuries
- violent and other anti-social behaviors

A life skills educational approach allows for health education to be taught at WHCS as planned, sequential K-12 instructional units, designed to develop life skills, based on essential knowledge. These skills are:

- communication
- non-violent conflict resolution
- decision-making
- goal setting
- stress management
- resisting negative social pressure
- negotiation skills
- establishing and maintaining values

WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
Physical Activity

Definition:

Physical activity means body movement of any type that includes recreational, fitness and sport activities. Physical education is one source, but should not be the only source of physical activity before, during and/or after school.

Requirement:

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

Goal:

Within the coordinated school health approach, the goal is providing more opportunities for moderate to vigorous physical activity before, during and/or after school.

I. 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 PED-required activities are expected to be included in every wellness policy submitted to the PED.

- A. Create guidelines to provide physical activity opportunities to students before, during and/or after school.
- B. WHCS will provide education on the benefits of physical activity that align with the New Mexico Health Education Content Standards using benchmarks and performance standards as set forth in 6.29.9 NMAC.

II. Other Activities:

Includes other activities that the SHAC can create requirements specific to the needs of the local school district

- A. WHCS will provide daily recess for all students.
- B. WHCS prohibit withholding physical activity (e.g., physical education class, recess, etc.) as a means/method of punishment.
- C. WHCS will provide physical activity opportunities before and after school (e.g., afterschool programs, intramurals, club activities, interscholastic sports, etc.).
- D. WHCS will encourage walking, biking, and skating as transportation modes to and from school when safely possible.
- E. WHCS will encourage the use of school facilities outside of school hours.

F. WHCS will create a plan to incorporate physical activity into the academic curriculum (e.g., brain breaks).

III. Physical Activity:

Children and adolescents should participate in 60 minutes of physical activity every day (<http://www.cdc.gov/physicalactivity/basics/children/index.htm>). 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 WHCS 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. "This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

Environmental Design

WHCS will identify a plan to ensure that its grounds and facilities are safe and that equipment is available to students to be active. WHCS will conduct scheduled safety checks to include regular inspections of playing fields and playgrounds, using an approved checklist. 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. (Pueblo of Jemez Health and Human Services and Community Wellness Program) provides guidance regarding joint or shared use agreements.)

WHCS 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.

Essential Physical Activity Topics in Health Education

WHCS 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

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.

WHCS 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. (Refer to Neuroscience learning, Brain Activities, Movement Matters, etc.)

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

WHCS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. WHCS will encourage students to be physically active before and after school by: WHCS will allow opportunity for students/athletes from WHCS to utilize the fitness room during school fitness classes and during non-school hours.

Active Transport

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

- Designation of safe or preferred routes to school
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- “Walking school buses” are used

Documentation of number of children walking and or biking to and from school

WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
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. The New Mexico Legislature passed a law in 2014 that allows "one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association" (SB122).

Schools must offer developmentally appropriate physical education. Adapted physical education (APE) is physical education which may be adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays. This service should include the following:

- Assessment and instruction by qualified personnel professionals who are prepared to gather assessment data and provide physical education instruction for children and youth with disabilities and developmental delays.
- Accurate assessment data, including diagnostic and curriculum-based data collected by qualified personnel.
- Individualized Education Program (IEP) Goals and Objectives / Benchmarks that are measurable and objective statements written by the physical education instructor. The goals and objectives are reflective of the physical education instructional content and monitored/evaluated according to district policy to ensure that goals and objectives are being met in a timely manner.
- Instruction in a Least Restricted Environment (LRE) that adapts or modifies the physical education curriculum and/or instruction to address the individualized abilities of each child. Adaptations are made to ensure that each student will experience success in a safe environment. Placement is outlined in the IEP and may include one or more of the following options:
 - The general physical education setting;
 - The general physical education setting with a teaching assistant or peers;
 - A separate class setting with peers;
 - A separate class setting with assistants; and/or

- A one-to-one setting between students and the instructor.

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.

I. 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 required activities are expected to be included in every wellness policy submitted to the PED.

A. The wellness policy shall include a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes needed to decide to participate in a lifetime of healthful physical activity.

B. The physical education curriculum will be aligned to the Content Standards with Benchmarks and Performance Standards as outlined in the NM Public Education Department Content Standards with Performance Standards and Benchmarks: K-4; 5-

8; 9-12.

National Standard:

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

II. Other Activities:

Includes other activities each SHAC can create in addition to the requirements, specific the local school district/charter school's needs.

A. WHCS will hire certified physical educators to teach physical education and plan additional opportunities for physical activity.

B. WHCS limits physical education class sizes, so they are consistent with those of other subject areas and/or self-contained classes. Classes of similar grade levels are scheduled back-to-back to maximize teaching efficiency. Refer to Part G of Standards for Excellence, 6.29.1.11 NMAC

C. Physical educators promote academic achievement by helping teachers incorporate physical education concepts in classroom activities.

D. Physical educators are provided professional development opportunities such as workshops, training conferences and collaboration to acquire the latest information, innovations, and ideas in their field and implementing them into their PE classes.

Physical Education

WHCS 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 equal opportunity to participate in physical education classes. WHCS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All WHCS students are required to take the equivalent of one academic year of physical education.

WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
Social and Emotional

Definition:

Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

Requirement:

The wellness policy shall include a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

Goal:

The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

I. PED Required Activities:

A. Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

B. 6.29.1 NMAC Standards for Excellence General Provision require districts and charter schools to provide or make provision for support service programs, which strengthen the instructional program. Required support service programs include school counseling. Support services must: (1) have a written, delivered, and assessed program, K-12; (2)M 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.

C. School personnel are required by law to report substance abuse, child abuse and neglect.

D. 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.

E. 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 a. regarding drug or alcohol use or abuse."

F. 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 WHCS.

G. Section 32A-4-3 NMSA 1978. Duty to report child abuse and neglect; responsibility to investigate child abuse or neglect; penalty.

II. Other Activities:

A. WHCS will provide a supportive environment in which students are able to request assistance when needed.

B. WHCS will provide a documented referral procedure for students needing behavioral health services. Students may be referred by school staff, parents, and/or self-referral. Students may also be referred to an outside resource if appropriate.

C. WHCS staff will be trained annually on "Duty to Report" child abuse and neglect.

D. WHCS will implement a positive behavior support program through curriculums and community resources. Primary prevention and youth development activities will be emphasized in the community outreach classroom presentations.

E. WHCS will follow the Bully Prevention protocol.

F. WHCS will follow the Suicide Prevention protocol.

G. WHCS shall have an active School Health Advisory Council (SHAC) team that will meet regularly to address specific and school-wide issues concerning student social and emotional well-being.

WALATOWA HIGH CHARTER SCHOOL
Wellness Policy
Health Services

Definition:

Health services are defined as 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. 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.

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

I. PED Required Activities:

A. WHCS will include a plan for addressing the health service needs of students in the educational process;

B. WHCS will work to provide any necessary compulsory attendance policy changes for expectant and parenting teens. These changes would include excused absences for health related services for the student and/or their children.

C. Per the U.S. Office of Special Education (OSEP), students with healthcare needs that may “affect or have the potential to affect safe and optimal school attendance and academic performance requires the professional school nurse to write an Individualized Health Plan (IHP) in collaboration with the student, family, educators, and healthcare care providers”.

The IHP should be reviewed annually at a minimum. The need for an IHP is based upon each child’s required health care, not upon “educational entitlement such as special education or Section 504 of the Rehabilitation Act of 1973.” OSEP considers that the IHP should be a separate document from the Individualized Education Program (IEP) and should be attached to the student’s IEP or 504 plan based upon the student’s needs.

D. WHCS will ensure 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);

E. WHCS acknowledges that all students enrolled in the district must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Department of Health (DOH), with an allowance for exemption by the 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. 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.

F. WHCS acknowledges 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 (NMSchoolHealthManual.org);

G. WHC 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.

II. Other Activities:

A. WHCS health services provide a connection to school and community health resources – JHHS (e.g., primary care, public health, community health agencies, faith-based groups, school based health centers, etc.).

B. WHCS health services include but are not limited to preventive services, behavioral health services, screenings and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy, physical therapy and/or occupational therapy) through the JHHS and/or Indian Health Services.

C. WHCS health services are provided in partnership with students, parents, staff, JHHS, and community. This may be done through health fairs, periodic newsletters, or other activities as determined through the SHAC.

D. WHCS health service professionals are provided opportunities for professional development, such as workshops, conventions and collaboration for the purpose of receiving the updated, best-practice information, innovations and ideas in their field and implementing them in their areas of expertise.

A. WHCS health services programs shall strive to meet all reporting, record-keeping and confidentiality requirements with respect to employees diagnosed with HIV.

WALATOWA HIGH CHARTER 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 contributes to their improved health status and morale, and provides a greater personal commitment to the district'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 health-enhancing daily habits.

Goal:

The goal of staff wellness is to encourage activities for staff designed to promote the physical, emotional and mental health of school employees as well as to prevent disease and disability.

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

I. PED Required Activities:

A. WHCS 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.

B. WHCS will ensure that the district implements a policy that will ensure that the rights to privacy of all school employees infected with HIV are protected.

II. Other Activities:

A. WHCS will provide staff and faculty the opportunity to participate in a health promotion program focused on exercise, stress management and nutrition (e.g., health fairs, fun runs, walks, etc.).

B. WHCS will provide staff and faculty with accurate, evidence-based information or activities related to exercise, stress management and nutrition (e.g., newsletters and resource sharing, weight management, male/female health, cardio improvement classes, etc.).

Staff Wellness and Health Promotion Recommendations:

The SHAC will create a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

WHCS will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in

Health promotion programs and will support programs for staff members on healthy eating and weight management that are accessible and free or low-cost.

Professional Learning:

When feasible, the WHCS 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). Professional learning will help WHCS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing WHCS reform or academic improvement plans/efforts. Such learning will also assist school staff to develop current and lifelong habits that optimize their personal health.

WALTOWA HIGH CHARTER SCHOOL
Wellness Policy
Healthy and Safe Environment

Definition:

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.

Requirement:

The wellness policy shall include school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.

Goal:

The goal of a healthy and safe environment is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that support academic achievement.

Activities:

The activities below are broken up into two components. Component one (I) includes the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule (6.12.6.6 NMAC). The PED required activities are expected to be included in every wellness policy submitted to the PED. Component two (II) includes other activities each school health advisory council can create in addition to the requirements that are specific to the needs of the local school district.

I. PED Required Activities:

A. WHCS will create school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.

B. WHCS will perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 shelters in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC.

II. Other Activities:

A. WHCS will research recovery strategies and consider adding this to the safe school plans.

B. WHCS will providing safety procedures and appropriate training for students, teachers and staff that support personal safety and a violence/harassment-free environment.

C. WHCS will strive to meet current safety standards for all school buildings and grounds, structures, buses and equipment and that these are kept inviting, clean, safe and in good repair.

D. WHCS will abide by district policies which create an environment free of tobacco, alcohol and other drugs.

IMPLEMENTATION

The effectiveness of the WHCS Health Education, Physical Education, Healthy and Safe Environment, Health Services, Social and Emotional Well- Being, Staff Wellness and Nutrition Policy will be evaluated bi-annually. The WHCS administrators will utilize the district School Health Advisory Council (SHAC) under the supervision of the superintendent for the implementation and evaluation of this policy.

The WHCS Health Advisory Council (SHAC) will monitor the implementation of the wellness policy, evaluate progress, serve as a resource to the school sites, and recommend policy revisions as necessary.

School Health Advisory Council (SHAC) will meet in October and April of each school year with representation from but is not limited to: Parents, Students, WHCS administrators, staff, school nurse, physical education professional, health professional, school food authority personnel, school board member, and local community member.

SHAC will be responsible for implementation of the wellness policy for the WHCS Building Administrators will be responsible for the implementation and evaluation of the wellness policy at their school site.

Wellness policy will be available to parents/guardians and students/staff on the WHCS website