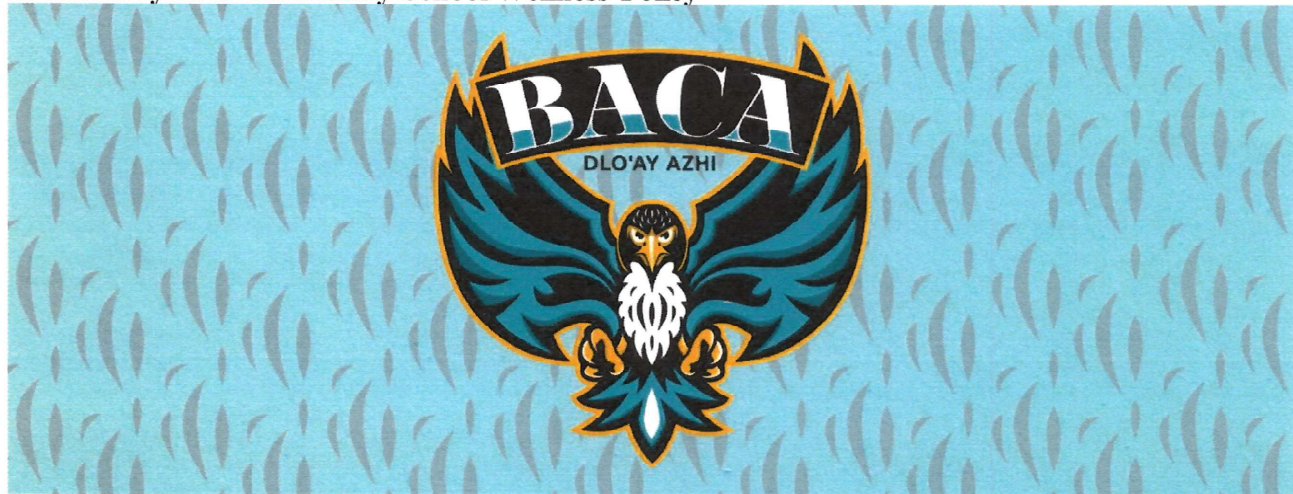


Baca/Dlo'ay azhi Community School Wellness Policy



Introduction

At Baca/Dlo'ay azhi Community School, we are committed to fostering a learning environment that supports the health, wellness, and academic success of all students. We recognize that healthy students are better prepared to learn and succeed, both in and out of the classroom. Therefore, our wellness policy establishes a comprehensive and coordinated approach to promoting healthy behaviors and providing opportunities for students to practice lifelong wellness.

This policy outlines the school's strategic efforts to ensure that all students have access to healthy foods and regular physical activity throughout the school day. By integrating wellness into the daily experiences of students, Baca/Dlo'ay azhi Community School aims to create a culture where health and learning go hand in hand.

Specifically, the wellness policy:

- **Establishes goals and procedures** to provide students consistent access to nutritious meals and snacks that meet federal dietary guidelines.
- **Ensures all students receive quality nutrition education and physical education** that is age-appropriate, culturally relevant, and aligned with academic standards.
- **Creates opportunities throughout the school day** for students to engage in physical activity beyond physical education classes, including recess, brain breaks, and movement-based learning.
- **Encourages healthy behaviors outside of school hours**, reinforcing the importance of good nutrition and active lifestyles in home and community settings.
- **Engages families and the broader community** as partners in supporting and sustaining a healthy school environment through collaboration, outreach, and participation in wellness initiatives.

The wellness policy is completed following Federal 7 C.F.R pts 210 & 220 and PED NMAC 6.12.6.8. Through the implementation of this policy, Baca/Dlo'ay azhi Community School is dedicated to ensuring that students grow in an environment that promotes wellness, reinforces positive health habits, and supports long-term physical, emotional, and academic success.

1. Family, School, and Community Involvement

Definition: Family, School, and Community Involvement is a vital component of the school wellness policy that emphasizes the shared responsibility of creating a supportive environment for student health and learning. This component recognizes that families are a child's first teachers, and their engagement in school activities plays a critical role in reinforcing healthy behaviors. By fostering open communication, collaboration, and shared decision-making, schools can build meaningful partnerships with parents and caregivers. These partnerships promote consistency between home and school expectations, particularly in the areas of nutrition, physical activity, and overall wellness. Family involvement also ensures that wellness initiatives are culturally relevant and aligned with the values and traditions of the community.

In addition to family engagement, the wellness policy highlights the importance of community collaboration. Schools do not operate in isolation; they are part of a larger community that includes tribal organizations, health agencies, fitness providers, local businesses, and other stakeholders. By building strong connections with these entities, schools can expand access to resources, programs, and expertise that support student wellness. Community partners can contribute through activities such as hosting health fairs, leading fitness sessions, providing nutrition education, or supporting after-school wellness programs. Through this collaborative approach, Baca/Dlo'ay azhi Community School aims to create a cohesive network of support that promotes lifelong wellness for all students.

Policy Requirement: Family, School, and Community Involvement within the wellness policy is centered on building strong partnerships among all stakeholders to support the health and academic success of students. The policy requires that families be actively involved in wellness-related decision-making, planning, and program implementation. School must provide opportunities for parents and guardians to participate in wellness initiatives such as family fitness nights, nutrition workshops, and cultural wellness events. Additionally, families are encouraged to model and reinforce healthy behaviors at home. By fostering an inclusive and collaborative environment, the policy ensures that the voices and values of families are considered in the development and execution of wellness strategies.

The policy also requires schools to establish and maintain relationships with local community organizations, tribal entities, healthcare providers, and other external partners to support wellness goals. Community members and organizations are invited to serve on wellness councils, provide resources, lead health education activities, and support after-school wellness programming. Schools are responsible for conducting outreach efforts to engage the community and promote wellness events. These collaborative relationships are essential in providing culturally relevant, sustainable wellness practices and expanding access to health services and education. Together, families, schools, and the community form a unified network that promotes a healthy, supportive environment for all students.

Goal: The goal of Family, School, and Community Involvement in the wellness policy is to foster a strong, collaborative partnership that supports and promotes student health and well-being. Baca/Dlo'ay azhi Community School aims to actively engage families in the planning, implementation, and evaluation of wellness initiatives by creating inclusive opportunities for participation in school activities and decision-making processes. The school is committed to maintaining open lines of communication

with families, ensuring they are informed, welcomed, and encouraged to contribute to health-related programs. In addition, the school will build meaningful relationships with community organizations, tribal leaders, and health professionals to enhance the effectiveness and cultural relevance of wellness efforts. Through these connections, the school seeks to establish a supportive network that reinforces healthy behaviors both in and out of the classroom, creating a consistent message of wellness across all aspects of students' lives.

Activities: Family, School, and Community Involvement component of the wellness policy:

- Host annual Family Wellness Nights with interactive sessions on nutrition, fitness, and mental health.
- Organize community health fairs in partnership with local clinics and wellness organizations.
- Include parents and community members on the School Health Advisory Council (SHAC).
- Distribute monthly wellness newsletters with tips and school wellness updates.
- Partner with tribal health programs to offer culturally relevant wellness workshops.
- Collaborate with local fitness centers or recreation programs to offer after-school physical activity opportunities.
- Encourage parent volunteers during PE events, walk-a-thons, or school field days.
- Provide family-focused challenges (e.g., step count goals, healthy meal planning) with recognition or incentives.
- Host culturally themed wellness events to celebrate and promote traditional foods, physical activities, and practices

2. Health Education

Definition: Health education, as defined in the Baca/Dlo'ay azhi Community School Wellness Policy, is a comprehensive and developmentally appropriate instructional program that equips students with the knowledge, skills, and attitudes necessary to make informed decisions about their health. It encompasses a wide range of topics including nutrition, physical activity, mental and emotional well-being, personal hygiene, substance abuse prevention, and disease prevention. Health education is integrated into the school curriculum in a culturally responsive manner that reflects the values, traditions, and health needs of the community. The goal is to empower students to take ownership of their health by developing lifelong habits that promote physical, emotional, and social well-being. Through interactive and engaging instruction, students learn to set personal health goals, make responsible choices, and become advocates for healthy living within their families and communities.

Policy Requirement: The wellness policy requires that Baca/Dlo'ay azhi Community School provide a comprehensive, standards-based health education curriculum to all students at every grade level. This curriculum must be age-appropriate, culturally relevant, and aligned with state and federal health education standards. Health education should be delivered by qualified staff and incorporated into the school day as a core component of the instructional program. The policy mandates that instruction cover essential health topics such as nutrition, physical activity, personal hygiene, emotional well-being, substance abuse prevention, and disease awareness. Additionally, the school must provide ongoing professional development to ensure educators are well-equipped to teach health concepts effectively and responsively. The policy also emphasizes the inclusion of culturally specific content that supports the traditions, values, and health practices of the local community, particularly those related to Indigenous wellness.

Goal: The goal of the health education component of the wellness policy at Baca/Dlo'ay azhi Community School is to equip all students with the essential knowledge and skills needed to lead healthy, balanced lives. Through a comprehensive and culturally responsive health education program, students will develop a deep understanding of the connection between their choices and their physical, emotional, and social well-being. The curriculum will empower students to make informed decisions, practice healthy behaviors, and resist negative influences. Health education will also promote respect for self and others, encourage personal responsibility, and support students in setting and achieving wellness goals. By integrating culturally relevant teachings and promoting positive health practices, the school aims to create a generation of students who value health, demonstrate resilience, and actively contribute to a healthy school and community environment.

Activities:

- Implement a standards-based health curriculum across all grade levels.
- Integrate culturally relevant health topics, including traditional foods, medicines, and wellness practices.
- Provide classroom lessons on nutrition, physical activity, personal hygiene, and mental health.
- Invite local health professionals and tribal health educators for guest presentations.
- Organize student-led health campaigns on topics like handwashing, hydration, and healthy eating.
- Use visual aids, models, and hands-on materials to enhance understanding of body systems and health practices.
- Incorporate digital tools and interactive videos to support health learning.
- Offer professional development workshops for staff on current health topics and culturally responsive instruction.
- Partner with community health organizations to provide supplemental educational resources.
- Create classroom activities focused on goal setting and decision-making for personal wellness.

3. Health Services

Definition: Health services, as defined in the Baca/Dlo'ay azhi Community School Wellness Policy, refer to the coordinated services provided to assess, protect, and promote the health of students. These services are essential to ensuring that students are physically and emotionally ready to learn. Health services include preventive care such as screenings, immunization monitoring, first aid, management of chronic conditions, and referrals to outside medical or mental health providers when necessary. Delivered by qualified health personnel, such as school nurses or health aides, these services play a critical role in minimizing health-related barriers to learning and reducing absenteeism. Additionally, health services help educate students and families about healthy practices, encourage early intervention, and support the overall well-being of the school community. The inclusion of culturally respectful approaches to care ensures that services are aligned with the values and needs of the community Baca/Dlo'ay azhi serves.

Policy Requirement: Provide access to screenings, preventive care, and referrals to student in the education process.

Goal: Identify and address health issues early to support student attendance and achievement.

Activities:

- Conduct annual vision, hearing, and dental screenings for all students.
- Monitor student immunization records and ensure compliance with state and federal requirements.
- Provide first aid and emergency care during the school day.
- Develop and maintain Individualized Health Plans (IHPs) for students with chronic conditions (e.g., asthma, diabetes, allergies).
- Offer health education materials and resources to students and families on common health topics.
- Coordinate referrals to community healthcare providers and behavioral health specialists as needed.
- Maintain a confidential health office and student health records system.
- Collaborate with local and tribal health organizations for health screenings, mobile clinics, and immunization drives.
- Provide staff training on recognizing signs of illness, first aid, and emergency response procedures.

4. Healthy and Safe Environment

Definition: A healthy and safe environment, as defined in Baca/Dlo'ay azhi Community School's Wellness Policy, refers to the physical, emotional, and social conditions that support the overall well-being of students, staff, and visitors. This includes maintaining clean, well-maintained facilities that are free from hazards, as well as fostering a school climate that is respectful, inclusive, and emotionally supportive. A healthy environment ensures that students feel safe from bullying, harassment, and violence, and that they have access to spaces that promote physical activity and wellness. Additionally, the school prioritizes practices that reduce environmental risks, such as proper sanitation, air quality control, and safe food handling. The goal is to create a nurturing atmosphere where students can thrive academically and socially while learning to make responsible choices for their health and safety.

Policy Requirement: The wellness policy at Baca/Dlo'ay azhi Community School requires that the school maintain a healthy and safe environment that supports the physical, emotional, and social well-being of all students and staff. This includes implementing policies and procedures that ensure the school grounds, buildings, classrooms, and common areas are clean, secure, and free from environmental hazards. The school must enforce safety protocols, including emergency preparedness plans, regular safety drills, and appropriate supervision during school hours. Additionally, the policy mandates the promotion of a positive school climate by enforcing anti-bullying and anti-harassment policies and fostering a culture of respect and inclusion. The school is also responsible for maintaining proper sanitation practices in food service areas, ensuring safe drinking water, and addressing air quality and allergen concerns. By fulfilling these requirements, Baca/Dlo'ay azhi aims to provide a learning environment where students feel physically safe and emotionally supported, enabling them to focus on their academic and personal growth.

Goal: The goal of a healthy and safe environment is to promote safety and emotional well-being to enhance learning for students, teachers, staff, parents and community members that support academic achievement.

Activities:

- Conduct regular safety and emergency drills (fire, lockdown, evacuation, etc.).

- Maintain clean and sanitized classrooms, restrooms, cafeterias, and playgrounds.
- Ensure safe drinking water is available throughout the school.
- Monitor air quality and address ventilation issues in learning spaces.
- Implement and enforce anti-bullying and anti-harassment policies schoolwide.
- Provide staff training on crisis prevention, trauma-informed care, and student safety protocols.
- Promote positive behavior through school-wide expectations and character education.
- Ensure all playground equipment and physical activity areas are inspected and maintained regularly.
- Display signage promoting hygiene practices such as handwashing and covering coughs.
- Collaborate with local and tribal safety or health agencies to review and improve school safety procedures.

5. Nutrition

Definition: Nutrition, as defined in the Baca/Dlo'ay azhi Community School Wellness Policy, refers to the provision and promotion of healthy, balanced, and culturally relevant meals and snacks that support the growth, development, and academic success of all students. Proper nutrition is essential for physical health, cognitive function, and overall well-being. The school recognizes the critical role it plays in shaping lifelong eating habits by providing students with access to meals that meet or exceed local, state and federal nutrition requirements and/or USDA nutrition standards. Baca/Dlo'ay azhi Community School participates in the community eligible provision (CEP) and students eat for free. In addition to providing nutritious food, the school promotes education about healthy eating choices, traditional and local food practices, and the importance of hydration. By fostering a school environment that values and supports healthy eating, Baca/Dlo'ay azhi aims to empower students and families to make informed food choices that contribute to long-term wellness.

Policy Requirements: The wellness policy at Baca/Dlo'ay azhi Community School requires that all meals and snacks served to students meet the nutritional standards set by the U.S. Department of Agriculture (USDA) and support the health needs of students. The policy mandates that the school food service program provide daily access to balanced meals that include fruits, vegetables, whole grains, lean proteins, and low-fat dairy products.

- **Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day:** Baca/Dlo'ay azhi Community School doesn't allow food and beverage sales during the school day.
- **Standards for all foods and beverages provided, but not sold, to students during the school day**
 - Classroom celebrations/parties: Baca/Dlo'ay azhi Community School will provide a list of healthy party ideas and a list of healthy snacks will be provided. No homemade items or soda will be allowed. Only pre-packaged items will be allowed.
 - Snacks brought by parents: Baca/Dlo'ay azhi Community School does not allow snacks to be brought in by parents. Snacks will be provided by Baca/Dlo'ay azhi Community School and will meet USDA nutritional requirements.
 - Other foods and beverages given as incentive by school staff: Baca/Dlo'ay azhi Community School does not allow food and beverages to be given as incentives. Nonfood items are encouraged.
- **Fundraisers:** Baca/Dlo'ay azhi Community School does not allow any food and beverages fundraisers during the school day.

- **Food and Beverage Marketing:** No food and beverage marketing is allowed except for USDA approved materials.
- **Water availability:** Free drinking water is available to students in the place where meals are served during meal service and filtered water stations are available throughout the school. Water bottles are given to student to use during the school year.
- **Food allergies:** Baca/Dlo'ay azhi Community School implements safety measures in food preparation and handling for students with food allergies. Training is given to staff on common food allergens and a communication system is in place for staff to respond to food allergy reactions and emergencies. Reasonable modifications are made to the best extent possible to students who may need meal accommodations.
- **Nutrition Promotion and Education:** The school promotes healthy eating through nutrition promotion and education integrated into the curriculum and cafeteria environment. Baca/Dlo'ay azhi Community School enables students, through a comprehensive curriculum, to acquire the knowledge and skills to make healthy lifestyle choices. Staff members are encouraged to model healthy eating behaviors, and the school must avoid using food as a reward or punishment. These requirements ensure that students consistently receive nutritious meals and that the school environment reinforces positive dietary habits.

Goal: The goal of nutrition is to promote healthy eating habits by offering access to nutritious foods and prevent diet-related conditions and risk of chronic diseases.

Activities:

- **Nutrition Education Integration:** Schools must incorporate nutrition education into the curriculum across all grade levels, ensuring alignment with the New Mexico Health Education Content Standards, Benchmarks, and Performance Standards. This integration should be evident in various subjects to reinforce the importance of healthy eating habits.
- **Professional Development:** Educators and relevant school personnel are required to participate in professional development opportunities related to nutrition education. This ensures that staff are equipped with current knowledge and effective strategies to teach nutrition concepts. All school nutrition staff will meet hiring and annual continuing education/training requirements for the USDA Professional Standards required hours. New and current staff must have at least 6 hours.
- **Active Learning Experiences:** Schools should provide students with hands-on learning opportunities, such as food preparation activities, gardening projects, or interactive lessons that promote understanding of nutrition and healthy food choices.
- **Community Involvement:** Collaboration with qualified community organizations or personnel is encouraged to enhance nutrition education. These partnerships can offer additional resources and expertise, enriching the students' learning experience.
- **Nutrition Promotion:** Schools are expected to promote healthy eating behaviors through various means, including displaying nutrition and health-related posters in cafeterias and classrooms, and integrating nutrition messages into school communications.

- **Family Engagement:** Providing information to families about nutrition and healthy eating practices is essential. Schools should offer resources and opportunities for families to learn about and support healthy eating habits at home.

By implementing these activities, schools like Baca/Dlo'ay Azhi Community School can create a supportive environment that fosters healthy eating behaviors among students, staff, and the broader community.

6. Physical Activity

Definition: Physical activity, as defined in Baca/Dlo'ay Azhi Community School's Wellness Policy, refers to any bodily movement that enhances or maintains physical fitness and overall health. It includes both structured and unstructured activities that are developmentally appropriate, enjoyable, and accessible to all students. Physical activity is essential for supporting students' physical development, mental focus, emotional well-being, and academic performance. At Baca, physical activity extends beyond physical education classes and includes daily recess, classroom movement breaks, walking programs, extracurricular sports, and culturally relevant practices such as traditional dances or games. By providing regular opportunities for physical activity throughout the school day, the school promotes lifelong habits of movement, reduces sedentary behavior, and creates a positive, energized learning environment for all students.

Policy Requirement: The wellness policy shall include guidelines to provide physical activity opportunities before, after and throughout the school day.

Goal: The goal of physical activity within the coordinated school health approach encourages students with increased opportunities to engage in daily movement and reduce sedentary behavior.

Activities: Here are the **New Mexico Public Education Department (NMPED) required activities** for the *Physical Activity* component of Baca/Dlo'ay Azhi Community School's wellness policy, as outlined in the New Mexico Administrative Code (6.12.6 NMAC). Physical activity is included as a health education topic.

Develop and implement guidelines to provide students with physical activity opportunities before, during, and/or after school hours.

- **Provide education on the benefits of physical activity** that aligns with the New Mexico Health Education Content Standards, Benchmarks, and Performance Standards.
- **Ensure that physical activity is not withheld as punishment** for any reason during the school day, including but not limited to recess, physical activity breaks, or physical education.
- **Encourage staff involvement** in physical activity opportunities to promote a culture of health and wellness within the school community.
- **Integrate physical activity into classroom settings** through movement breaks and active learning strategies to enhance student engagement and focus.
- **Promote family and community engagement** by providing information and opportunities for physical activity that encourage families to be active together and support active lifestyles at home.

By incorporating these activities, Baca/Dlo'ay Azhi Community School aims to create a comprehensive approach to physical activity that supports student health, academic achievement, and lifelong wellness.

7. Physical Education

Definition: Physical education, as defined in Baca/Dlo'ay Azhi Community School's Wellness Policy, is a structured and standards-based instructional program that promotes physical fitness, motor skill development, knowledge of movement concepts, and the importance of a healthy, active lifestyle. Unlike unstructured physical activity, physical education is delivered by qualified instructors and follows a curriculum aligned with state and national standards. It is designed to be inclusive, developmentally appropriate, and culturally responsive, allowing all students to build the skills and confidence needed to participate in various forms of physical activity. The program emphasizes not only physical development but also teamwork, sportsmanship, and personal responsibility.

In addition to teaching students how to be physically active, physical education provides opportunities for them to understand how exercise impacts overall wellness, including mental and emotional health. Lessons often include components such as goal setting, fitness planning, and understanding the role of physical activity in preventing chronic diseases. At Baca/Dlo'ay Azhi Community School, physical education also incorporates traditional games, dances, and culturally significant practices to honor the community's heritage while fostering physical development. Through regular participation in high-quality physical education, students are better prepared to make lifelong health-enhancing decisions and contribute positively to their school and community.

Policy Requirement: The wellness policy at Baca/Dlo'ay Azhi Community School mandates the implementation of a comprehensive, sequential physical education (PE) program that aligns with the New Mexico Public Education Department's Physical Education Content Standards with Benchmarks and Performance Standards, as outlined in 6.29.9 NMAC. This program is designed to provide all students with the opportunity to develop the skills, knowledge, and attitudes necessary to engage in lifelong, healthful physical activity. Physical education classes are to be taught by qualified instructors and must be inclusive, developmentally appropriate, and culturally responsive, incorporating traditional games and activities that reflect the community's heritage. The policy also stipulates that physical education is a distinct instructional program and should not be replaced by or conflated with other physical activity opportunities such as recess or extracurricular activities. Furthermore, the school is required to ensure that physical activity is not withheld as a form of punishment and that all students, including those with disabilities, have equitable access to physical education. By adhering to these requirements, Baca/Dlo'ay Azhi Community School aims to foster a supportive environment that promotes physical well-being and academic success for all students.

Goal: The goal of the physical education component in Baca/Dlo'ay Azhi Community School's Wellness Policy is to provide all students with the skills, knowledge, and motivation necessary to lead active, healthy lives. Through a structured and standards-based curriculum, the school aims to ensure that students develop physical competence, personal fitness, and an appreciation for lifelong physical activity. The program is designed to be inclusive and culturally relevant, incorporating traditional Indigenous games and movement practices to foster a sense of identity and community pride. By engaging students in regular, meaningful physical education, the school seeks to promote not only physical health but also social skills, self-confidence, and emotional well-being, contributing to a holistic approach to student development.

Activities:

- Provide structured PE classes taught by qualified instructors following state and national standards.
- Include skill-building units such as locomotor movements, team sports, individual fitness, and coordination drills.
- Incorporate culturally relevant physical activities such as traditional Native dances and games.
- Assess students regularly on physical fitness, motor skills, and personal goal setting.
- Offer adapted physical education for students with disabilities to ensure full participation.
- Integrate social-emotional learning components, such as teamwork, respect, and cooperation, into PE lessons.
- Use a variety of instructional strategies to engage all learners and meet diverse physical development needs.
- Host schoolwide fitness events such as field days, fun runs, or dance showcases.
- Collaborate with tribal or community organizations to lead special PE activities or workshops.
- Ensure PE is scheduled consistently and is not substituted with recess or used as a form of punishment or reward.

8. Social and Emotional Well-being

Definition: Social and emotional well-being, as defined in Baca/Dlo'ay Azhi Community School's Wellness Policy, refers to the development of skills and supports that enable students to manage emotions, build healthy relationships, demonstrate empathy, and make responsible decisions. This aspect of wellness is foundational to student success, as it influences behavior, academic performance, and overall mental health. A strong focus on social and emotional well-being helps create a safe, respectful, and inclusive school climate where students feel connected, supported, and valued. The school recognizes that emotional health is equally important as physical health, and integrates culturally responsive approaches that honor students' identities, backgrounds, and traditions. By nurturing self-awareness, resilience, and social skills, Baca/Dlo'ay Azhi aims to prepare students to thrive in school, at home, and in their communities.

Policy Requirement: The wellness policy at Baca/Dlo'ay azhi Community School mandates the development and implementation of a comprehensive plan that addresses the behavioral health needs of all students by focusing on their social and emotional well-being. This requirement aligns with the New Mexico Administrative Code (6.12.6 NMAC), which stipulates that each school district and charter school must incorporate strategies to support students' mental, emotional, behavioral, and social health within their wellness policies. The policy emphasizes the integration of social and emotional learning (SEL) into the educational framework, promoting competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these skills, the school aims to create a supportive and inclusive environment that enhances students' ability to manage emotions, establish positive relationships, and make responsible choices, thereby contributing to their overall well-being and academic success.

Goal: The goal of the social and emotional well-being component in Baca/Dlo'ay azhi Community School's Wellness Program is to foster a supportive school environment where students can develop the skills needed to understand and manage their emotions, build positive relationships, and make responsible decisions. The school aims to create a culture of care and respect in which every student feels safe, valued, and connected. Through intentional instruction in social-emotional learning (SEL), the integration of culturally responsive practices, and the provision of access to counseling and mental

health resources, the school seeks to empower students to navigate challenges with confidence and resilience. By prioritizing social and emotional well-being, Baca/Dlo'ay azhi Community School promotes a holistic approach to education that supports students' personal growth, mental health, and long-term success.

Activities:

- Implement a schoolwide Social and Emotional Learning (SEL) curriculum that teaches self-awareness, self-regulation, and relationship skills.
- Provide access to school counselors and behavioral health support services for students in need.
- Host regular classroom morning meetings or talking circles to promote connection and emotional check-ins.
- Offer staff training on trauma-informed practices and culturally responsive behavior management strategies.
- Facilitate peer mentoring or buddy programs to promote student connection and support.
- Integrate traditional teachings, values, and cultural practices into wellness activities to strengthen identity and belonging.
- Conduct school climate surveys to assess student emotional safety and well-being.
- Celebrate kindness, empathy, and positive behavior through recognition programs or events.
- Partner with tribal health and wellness programs to offer culturally appropriate mental health education.
- Provide workshops or resources for families on supporting children's emotional and behavioral health at home.

9. Staff Wellness

Definition: Staff wellness, as defined in Baca/Dlo'ay azhi Community School's Wellness Policy, refers to the intentional support of the physical, emotional, and mental well-being of all school employees. Recognizing that staff play a vital role in modeling and reinforcing healthy behaviors for students, the school is committed to creating a work environment that promotes balance, reduces stress, and encourages self-care. Staff wellness includes access to health-promoting programs, resources, and opportunities that address nutrition, physical activity, mental health, and professional fulfillment. By investing in the overall well-being of teachers, support staff, and administrators, the school aims to build a positive, energized, and resilient workforce that can better support student success and contribute to a thriving school community.

Policy Requirement: The wellness policy at Baca/Dlo'ay azhi Community School mandates the development and implementation of a comprehensive staff wellness program that addresses the physical, emotional, and mental well-being of all school employees. In alignment with the New Mexico Administrative Code (6.12.6.8 NMAC), the policy requires the creation of a plan that ensures an equitable work environment and complies with the Americans with Disabilities Act, Part III. This plan should include opportunities for staff to engage in health assessments, health education, and health-related fitness activities, encouraging a healthy lifestyle that contributes to improved health status, morale, and a greater personal commitment to the school's overall coordinated school health approach. Additionally, the Bureau of Indian Education (BIE) policy stipulates that all BIE schools appoint a School Employee Wellness Coordinator responsible for coordinating wellness efforts, convening a staff wellness committee, surveying staff wellness needs, and developing an action plan that includes evidence-based activities to prevent chronic diseases and absenteeism. By implementing these

requirements, Baca/Dlo'ay azhi Community School aims to foster a supportive work environment that promotes staff well-being and enhances the overall health of the school community.

Goal: The goal of the staff wellness component in Baca/Dlo'ay azhi Community School's Wellness Policy is to promote and support the physical, mental, and emotional well-being of all school employees to cultivate a healthy, motivated, and productive workforce. The school aims to create a positive work environment that encourages healthy lifestyle choices, reduces stress, and enhances staff morale. By offering access to wellness programs, professional development on self-care and stress management, and opportunities for physical activity and healthy eating, the school supports staff in maintaining personal wellness. In doing so, Baca/Dlo'ay azhi not only invests in the well-being of its employees but also strengthens the overall school climate, ensuring that staff can serve as positive role models and effectively support the success of all students.

Activities:

- Offer on-site or virtual wellness workshops focused on stress management, self-care, and mental health.
- Provide opportunities for staff to participate in physical activity challenges, walking groups, or fitness classes.
- Encourage healthy eating by offering nutritious snacks in staff lounges and during meetings or trainings.
- Designate a Staff Wellness Coordinator to lead wellness initiatives and oversee implementation of the wellness plan.
- Conduct annual staff wellness surveys to assess needs and guide programming.
- Create quiet spaces or wellness rooms for staff to take breaks and decompress during the school day.
- Recognize and celebrate staff participation in wellness events or milestones.
- Offer voluntary health screenings or flu shot clinics in partnership with local health providers.
- Share monthly wellness newsletters with tips, resources, and motivational content.
- Collaborate with tribal and community organizations to provide culturally relevant wellness activities for staff.

School Health Advisory Council

Role: The School Health Advisory Council (SHAC) at Baca/Dlo'ay azhi Community School serves as a collaborative body dedicated to enhancing student health and academic achievement through a coordinated school health approach. In alignment with the New Mexico Administrative Code (6.12.6 NMAC), the SHAC is tasked with providing recommendations to the local school board concerning the development, implementation, and evaluation of the school's wellness policy. This council ensures that the wellness policy reflects the diverse needs and values of the community, promoting a holistic environment conducive to student well-being.

The SHAC's membership is designed to be representative of the school community, including parents, students, school staff, administrators, school board members, and community members. This diverse

composition allows for a wide range of perspectives in decision-making processes related to health education, nutrition, physical activity, and other wellness initiatives. The council is required to meet at least twice annually to assess the effectiveness of wellness programs and to make informed recommendations for improvements. By fostering strong partnerships among families, schools, and the broader community, the SHAC plays a crucial role in creating a supportive environment that prioritizes the health and success of all students.

Membership: The School Health Advisory Council (SHAC) at Baca/Dlo'ay Azhi Community School is composed of a diverse group of stakeholders who are aware of their ability to participate and collaboratively guide the development, implementation, and evaluation of the school's wellness policy. In accordance with the New Mexico Administrative Code (6.12.6.8.E NMAC), the SHAC includes representatives from various sectors of the school community, ensuring a comprehensive approach to student health and well-being. The council's membership encompasses parents, school food authority personnel, school board members, school administrators, school staff, students, and community members. This diverse composition allows the SHAC to address the multifaceted aspects of student wellness, drawing on a wide range of perspectives and expertise. By engaging stakeholders from all areas of the school community, the SHAC ensures that the wellness policy is reflective of and responsive to the needs of the students it serves.

Responsibilities: The School Health Advisory Council (SHAC) at Baca/Dlo'ay Azhi Community School plays a pivotal role in shaping and sustaining the school's wellness initiatives. In alignment with the New Mexico Administrative Code (6.12.6.8 NMAC), the SHAC is tasked with making informed recommendations to the local school board concerning the development, implementation, and evaluation of the school's wellness policy. This encompasses a broad spectrum of wellness components, including nutrition, physical activity, health education, and staff wellness. The council's responsibilities also involve monitoring the effectiveness of wellness programs, suggesting necessary revisions, and ensuring that the wellness policy remains responsive to the evolving needs of the school community. By convening at least twice annually, the SHAC ensures continuous engagement and oversight, fostering a collaborative environment that promotes the health and academic success of all students.

Leadership and Implementation Plan

The Principal is designated as the lead to ensure wellness policy compliance and implementation. The leadership and implementation of Baca/Dlo'ay Azhi Community School's Wellness Policy are structured to ensure a coordinated and effective approach to promoting student and staff well-being. In alignment with the New Mexico Public Education Department's guidelines, the school designates a Wellness Policy Coordinator responsible for overseeing the execution of the wellness initiatives. This coordinator collaborates closely with the School Health Advisory Council (SHAC), which includes representatives from parents, students, school staff, administrators, and community members, to develop, implement, and evaluate the wellness policy. The SHAC meets regularly to assess the effectiveness of wellness programs and to make informed recommendations for improvements, ensuring that the wellness policy remains responsive to the evolving needs of the school community.

The implementation plan involves integrating wellness goals into the school's daily operations, curriculum, and culture. This includes setting specific, measurable objectives for nutrition education, physical activity, and other wellness-related activities. The Principal, in collaboration with the SHAC, develops an action plan that outlines the roles, responsibilities, and timelines for achieving these objectives. Regular monitoring and evaluation are conducted to track progress, with adjustments made as necessary to address challenges and capitalize on successes. By fostering a collaborative environment

and maintaining a clear implementation strategy, Baca/Dlo'ay azhi Community School ensures that its wellness policy effectively supports the health and academic success of its students and staff.

Progress Assessment

The progress assessment component of Baca/Dlo'ay azhi Community School's Wellness Policy is designed to ensure ongoing evaluation and enhancement of wellness initiatives. In alignment with the New Mexico Public Education Department (NMPED) guidelines, the school commits to conducting a triennial assessment of its wellness policy at least once every three years. This triennial assessment evaluates the extent of policy implementation, compares the current policy to model wellness policies, and measures progress toward achieving established wellness goals. The findings from this assessment inform necessary updates to the wellness policy, ensuring it remains responsive to the evolving needs of the school community. Baca/Dlo'ay azhi Community School will use the recommended assessment tool located at: [WellSAT Home Page \(https://www.wellsat.org/triennial\)](https://www.wellsat.org/triennial).

To maintain transparency and foster community engagement, the results of the triennial assessments are made publicly available in an accessible and easily understood manner. This includes sharing information on the school's compliance with the wellness policy, progress made in attaining wellness goals, and any policy updates undertaken because of the assessment. By systematically evaluating and publicly reporting on wellness initiatives, Baca/Dlo'ay azhi Community School demonstrates its commitment to creating a healthy school environment that supports the well-being and academic success of all students.

Revisions and Policy Updates

The revision and updating of Baca/Dlo'ay azhi Community School's Wellness Policy are integral to maintaining a responsive and effective framework that supports the health and well-being of students and staff. In accordance with the New Mexico Administrative Code (6.12.6 NMAC), the school is required to conduct a comprehensive review of its wellness policy at least once every three years for the triennial assessment. This triennial assessment evaluates the implementation of the policy, measures progress toward established wellness goals and compares the current policy to model wellness policies. The findings from this assessment inform necessary updates, ensuring that the wellness policy remains aligned with current health standards and the evolving needs of the school community.

Additionally, the Bureau of Indian Education (BIE) mandates that each school's wellness council, such as the School Health Advisory Council (SHAC), revisits the wellness policy annually. This annual review allows the council to amend the policy in response to updates in statutes, regulations, and policies pertaining to wellness. The SHAC is responsible for overseeing the implementation, monitoring, and evaluation of health and wellness at the school level, ensuring that the policy reflects the unique cultural and community values of the school.

To promote transparency and community engagement, Baca/Dlo'ay Azhi Community School commits to making the wellness policy and any updates publicly accessible. This includes sharing the results of the triennial assessments and any revisions made to the policy, thereby fostering an inclusive environment where students, families, and staff are informed and involved in the school's wellness initiatives.

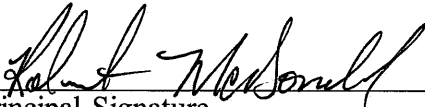
Recordkeeping

Baca/Dlo'ay azhi Community School will retain records to document compliance with the requirements of the wellness policy. Documentation will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction; 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 wellness policy.

Community Involvement, Outreach, and Communication

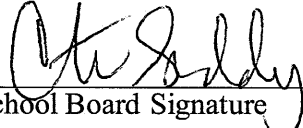
Community involvement, outreach, and communication are essential components of Baca/Dlo'ay azhi Community School's Wellness Policy, ensuring that wellness initiatives are inclusive, culturally responsive, and community driven. The policy emphasizes building strong partnerships with families, tribal organizations, local health agencies, and other community stakeholders to support student and staff well-being. The school is committed to engaging community members in wellness planning through participation in the School Health Advisory Council (SHAC), health fairs, cultural events, and parent education sessions. Regular communication about wellness goals, programs, and progress is shared through newsletters, school websites, social media, and community meetings to keep families informed and involved. By fostering collaboration and maintaining open lines of communication, Baca/Dlo'ay azhi strengthens the connection between the school and the broader community, creating a unified approach to promoting health, academic success, and lifelong wellness.



Principal Signature

10/14/2025

Date



School Board Signature

10/14/2025

Date