Farmington Municipal Schools
District Wellness Policy
Guidance Document



HEALTHIER SCHOOLS –NEW MEXICO

Healthy Kids Make Better Students, Better Students Make Healthy Communities

Updated Wellness Policy July 2026
To reflect the USDA Final Rule

This Wellness Policy document supersedes the previous Wellness Policy dated July 2006, December 2017, August 2021, and July 2023

NM Public Education Department Safe & Healthy Schools Bureau (NMPED SHSB) reviews District School Wellness Policy every three years for compliance and changes.

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Preamble

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

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

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

- Students in the District have access to healthy foods throughout the school day: both through reimbursable school meals and other foods available throughout the school campus,in accordance with Federal and state nutrition standards
- Students will receive quality nutrition education that helps them to develop lifelong healthy eating behaviors
- The District acknowledges that staff and student mental health is an essential component of overall well being. The District will make available resources to address and support any mental health concerns.
- Students have opportunities to be physically active before, during, and after school;
- Schools will be actively engaged in nutrition and physical activity promotion and other activities that promote student wellness;
- Staff education and awareness will increase by encouraging and supporting practices in healthy nutrition and physical activity behaviors in and out of school;
- The community becomes engaged in supporting the work of the District and creates continuity between school, students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight,

implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students and staff in the District. Specific measurable goals and outcomes are identified within each section below.

I. School Health Advisory Committee

Committee Role and Membership

The Farmington Municipal School District organized a School Health Advisory Committee (hereto referred to as the SHAC). This committee currently meets two times per year (Fall & Spring) to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review of the wellness policy (heretofore referred to as “Wellness Policy”). In addition, this committee acts as a liaison between school and community, provides information updates, and presents recommendations to the Board of Education.

The SHAC consists of a diverse group of administrators, staff and community members. Current members include representatives such as the Superintendent, School Board Members, Central Office Administrators, Counselors, Social Workers, School Nurses, Representatives of the School Nutrition Program (ex. School Nutrition Coordinator, Food Services General Manager, and Nutrition Liaison) Teachers, and the Homeless Education Liaison. Community members include representatives from San Juan Regional Medical Center, Family Crisis Center, New Mexico Department of Health, San Juan Partnership, Farmington Police Department, Child Haven, Sexual Assault Services of NW New Mexico, NW New Mexico First Born program, Desert View Counseling, CYFD, and Juvenile Probation.

Future involvement and outreach will include (if possible), but not be limited to: parents and caregivers; students, physical education teachers; health education teachers; special education teachers; classroom teachers; school administrators (ex: principal, assistant principal), health professionals (ex: dietitians, doctors, nurses, dentists); and the general public. In addition, the SHAC could include a representative from each school building and reflect the diversity of the community.

Committee Leadership

The Superintendent’s designee(s) currently convenes the SHAC and facilitates development of updates to the Wellness Policy, and works to ensure each school’s

compliance with the policy. The Director of Nursing and Mental Health, functions in that role with the assistance of the Student Nutrition Program Coordinator. The contact information for the Director of Nursing & Student Wellness is 505-324-9840, Extension 3106 and Student Nutrition Program Coordinator is 505-324-9840, Extension 1582.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District develops and maintains a plan for implementation and manages and coordinates the execution of this Wellness Policy. The plan delegates roles, responsibilities, actions and time frames specific to each school. Specific goals and objectives are created for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generates an annual progress report. This Wellness Policy can be found at: www.fms.k12.nm.us. In addition, the Wellness Policy is housed at each school site.

Recordkeeping

The district retains records to document compliance with the requirements of the Wellness Policy at the Student Nutrition Offices. The Student Nutrition Program Coordinator maintains this documentation in this location. It includes, 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 for each school under its jurisdiction
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction

- 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.

Annual Progress Reports

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

- The website address for the Wellness Policy and/or how the public can receive/access a copy of the Wellness Policy
- A description of each school's progress in meeting the Wellness Policy goals
- A summary of each school's events or activities related to Wellness Policy implementation
- The name, position title, and contact information of the designated District policy leader(s)
- Information on how individuals and the public can get involved with the SHAC.
- The SHAC will establish and monitor goals and objectives for the District's schools, specific to and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school), for each of the content-specific components listed in the sections of this policy.

Triennial Progress Assessments

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

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

The position/person responsible for managing the triennial assessment and contact information is The Student Nutrition Program Coordinator, 505-599-8778 ext. 1582.

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this Wellness Policy. The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the Wellness Policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation and periodic review and update of the Wellness Policy through a variety of means appropriate for the district.

III. 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:

In the 2010 Regular Legislative session, Section 22-13-1.1(J) NMSA 1978 was amended to include health education as a requirement for graduation. Specifically:
"Beginning with students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with the department content and performance standards."

Farmington Municipal Schools implemented the health education requirement for all students entering the 8th grade in SY 2025-2026. This is a preventative education class in which students will learn skills in decision-making, goal setting, stress management, and making healthy lifestyle choices through nutrition and physical activity. Reproduction, sexual health, dating/domestic violence, tobacco and nicotine, and sexual abuse prevention are included in this curriculum. Students will gain knowledge of the consequences of risky behaviors such as alcohol abuse, drug abuse, and sexually transmitted infections, (HIV). All students are required to pass the Health End-of-Course Exam to fulfill the graduation requirement.

PED Required Activities:

Include the Public Education Department (PED) requirements 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 and submitted to the PED.

A. The Wellness Policy shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health.

B. The 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 for Health Education

C. All schools will provide activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards.

D. All school districts/charter schools shall implement an “opt-out” policy that will ensure that parents have the ability to request their child to be exempted from the 8th grade health education curriculum at middle school, with the understanding that this can affect graduation requirements if alternative arrangements aren’t made to obtain the credit.

English Opt Out for Sensitive Material; Wellness Policy.docx
Opt Out for Sensitive Material_ Wellness Policy (Spanish).docx
MS Health Course Opt-Out

E. All school district/charter schools 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. Section 22-13-1 NMSA 1978 Section was amended in 2016 to include a required lifesaving skills training class for hands-on (compression only) cardiopulmonary resuscitation, including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the abdominal thrust (Heimlich) maneuver for choking victims. Section K (2) of this same rule further states that this training must be included as part of the Health Education course that is required by all students to graduate. This instruction is currently in place at the 8th grade level in the Health Education classes. In addition, middle school students and all FMS staff, have the opportunity to receive instruction at their school site through the health education liaison.

Other Activities

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

A. Health education lessons will be taught in a culturally sensitive and appropriate manner.

B. Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.). Instruction in the classroom will be presented by certified health education teachers, licensed medical professionals, community service officers, or others that have been approved by the District.

C. Health education is integrated into the core curriculum. When able, health education is included in Language Arts, Science, and Math classes.

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

Goal:

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

Life Skills:

Traditionally, health education emphasized the learning and comprehension of health facts. The health education curriculum was organized around health topic areas to be taught as multiple independent instructional units, designed to increase knowledge.

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 antisocial behaviors

A life skills educational approach allows for health education to be taught 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

NEW MEXICO HEALTH EDUCATION STANDARDS

- Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to access valid health information and health promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.

- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, peer, and community health. From the Health Education & Life Skills component of the Healthier Schools NM instructional program.

Resources:

National Health Education Standards
CDC: Whole School, Whole Community, Whole Child
Coordinated Approach to Child's Health (CATCH)
Sexual Risk Behavior Guidelines & Resources: CDC
National Sexuality Education Standards and Tools
American School Health Association
6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools
Lifesaving Skills/CPR Resources

IV. Nutrition and Nutrition Education

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, lean meats, 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 (CN) 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.

All schools within the district participate in federally funded child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Select schools also operate additional programs such as the Fresh Fruit and Vegetable Program (FFVP), Seamless Summer Option (SSO), Afterschool Snack Program (ASSP), and the Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meals Program, as applicable by site. The district may also participate in state-supported initiatives, including the New Mexico Grown Program, to enhance access to fresh, locally sourced foods.

The district is committed to providing all students with equitable access to nutritious, high-quality meals that support health, well-being, and academic success. In alignment with nutrition standards established by the United States Department of Agriculture, meals are designed to include a variety of fruits, vegetables, whole grains, lean proteins, and fat-free or low-fat milk, while remaining age-appropriate in calories, moderate in sodium, low in saturated fat, and containing zero grams of trans fat per serving. The district supports principles of Healthy Universal School Meals by reducing barriers to access, minimizing stigma, and encouraging consistent student participation. School meal programs are designed to improve the overall diet and health of students, help prevent childhood obesity, and model healthy eating behaviors that promote lifelong wellness. Meals will also reflect cultural diversity and accommodate special dietary needs with written medical authorization from a licensed physician, ensuring all students have safe, inclusive, and supportive access to nutritious foods.

All schools within the district are committed to implementing the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and other applicable federal child nutrition programs to ensure meals are provided in a manner that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The district offers reimbursable school meals that meet USDA Nutrition Standards)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques
    - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
    - Sliced or cut fruit is available daily.
    - Daily fruit options are displayed in a location in the line of sight and reach of students.
    - Daily vegetable options are bundled into all grab-and-go meals available to students.
    - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
    - White milk is placed in front of other beverages in all coolers; flavored milk is allowed if nonfat.
    - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
    - Student surveys and taste testing opportunities are used to inform menu development.

- The report on the most recent food safety inspection must be posted in a publicly visible place in the school.
- Menus will be posted on the District website and individual school websites.

- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- The district child nutrition program will accommodate students with special dietary needs with written medical authorization from a licensed physician, as outlined above.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 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 6.10.5.8 NMAC
- Students are served lunch at a reasonable and appropriate time of day.
- The District is working toward all elementary schools incorporating lunch following the recess period to better support learning and healthy eating. Currently seven elementary schools participate in this concept.
- In consideration of requirements governing possible food allergies in schools, children with food allergies may qualify for a Section 504 plan through the Individualized Education Program's (IEP) Individualized Health Plan (IHP). Individual Health Plan memo March 19, 2015 NMPED Schools are to follow these guidelines to ensure protection of students against allergic reaction to foods:

  1) Ensure that a copy of the student's current IHP is attached to the student's current IEP.
  2) All students with known food allergies currently have an Emergency Action Plan (EAP) forwarded to those staff members that deal with the student during the course of the school day, including bus drivers and Central Kitchen.
  3) Student meal accounts are flagged for food allergies so that kitchen personnel are aware of the allergy prior to receiving such food.
  4) Follow guidance from Section 504 of the 1973 Rehabilitation Act in regard to persons with disabilities to include substantial limitations for an individual based on his or her food allergies
  5) Farmington Municipal Schools currently holds stock emergency epinephrine in all health offices.

The District will implement the following NM PED NM Grown Institute activities as follows:

- Will seek all grant opportunities to incorporate NM Grown products in school meals

- Will seek grant opportunities to participate in Farm to School through USDA
- Will purchase nutritionally sound locally grown products to incorporate in school meals
- All Schools will utilize NM PED NM Grown promotions or special events, such as tastings, that highlight the local/ regional products. (Will participate in NM PED promotions i.e.: Nuevo Thursdays, NM Grown Week)
- The district will participate in the Buy Fresh Buy Local NWNM chapter to promote locally grown produce in our nutrition program.
- District will support the San Juan College Harvest Food Hub/Kitchen

Standards for USDA Child Nutrition Programs and School Meals

In alignment with the principles of Healthy Universal School Meals and state requirements established through New Mexico Senate Bill 4 SB4, all students enrolled in schools participating in the National School Lunch Program (NSLP) are provided access to one reimbursable breakfast and one reimbursable lunch at no cost each school day. As a result, all students receive the same meal offerings regardless of meal eligibility status, eliminating stigma and promoting equitable access.

The district will continue to implement procedures that support student dignity and accurate meal accountability, including the use of student identification numbers during meal service. Non-fat milk is offered to all students as part of reimbursable meals in accordance with federal nutrition standards.

The district supports the implementation of recess before lunch at the elementary level and encourages schools to adopt this practice when feasible to promote improved student behavior, increased meal consumption, and reduced food waste.

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (*defined as midnight the night before to 30 minutes after the end of the instructional day) and throughout every school campus (**defined as areas that are owned or leased by the school and used at any time for school- related

activities that are accessible to students). The District will make drinking water available where school meals are served during mealtimes.

- In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water

Competitive Foods and Beverages

The district is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating and comply with the Smart Snacks in School standards established by the United States Department of Agriculture. All foods and beverages sold or served outside of the reimbursable school meal programs, including a la carte items, fundraisers, school stores, and afterschool programs (i.e., “competitive foods”), will meet Smart Snacks nutrition standards.

In alignment with district wellness goals and current best practices, the sale and availability of high-sugar and highly caffeinated beverages will be limited during the school day. At the high school level, access to caffeine in the form of coffee or tea may be permitted on a controlled basis in accordance with district guidelines. Carbonated beverages may be sold or made available to students, if they are Smart Snack compliant, during the school day in order to promote healthy beverage choices and support overall student health.

The district will ensure that all foods and beverages provided, but not sold, during the school day including classroom celebrations, rewards, and school-sponsored activities are consistent with Smart Snacks standards and support the development of healthy eating habits.

These practices are intended to improve student health and well-being, increase consumption of nutrient-dense foods, and create a school environment that consistently reinforces lifelong healthy behaviors.

To support healthy food choices and improve student health and well-being, all foods and beverages sold to students on the school campus during the school day, outside of the reimbursable school meal programs, will meet the Smart Snacks in School nutrition standards established by the United States Department of Agriculture. These standards apply to all points of sale, including a la carte items, vending machines, school stores, and other food or beverage sales.

Resources and guidance for Smart Snacks implementation are available through the United States Department of Agriculture and the Alliance for a Healthier Generation.

Celebrations and Rewards

All foods offered on the school campus *during the school day* will work towards meeting or exceeding the USDA Smart Snacks in School nutrition standards including:

1. Celebrations and parties; the District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA
2. Classroom snacks brought by parents must align with Smart Snacks nutrition standards. A list of compliant food and beverage options, available through K-12 by Elior, will be provided to parents upon request.
3. The district will provide teachers (including special education teachers and related service personnel) and other relevant school staff with guidance on alternative ways to reward students that support student wellness. Staff are encouraged to use non-food rewards and incentives whenever possible.
4. Withholding food, water or bathroom privileges from a student for any reason is unlawful. 6.11.2 NMAC

Fundraising

It is Farmington Municipal Schools' decision that fundraising will be limited to the four exempt fundraisers, per school allowed by the state, per school year.

These fundraisers cannot take place during the breakfast and lunch serving times. The District will make available to parents and teachers a list of healthy fundraising ideas.

- When in-school fundraising involves food, items must meet or exceed the Smart Snacks nutrition guidelines. Exempt fundraisers that do not meet the Smart Snack Guidelines cannot be sold for immediate consumption during the school day, unless it is one of four exempt fundraisers, per school, allowed by the state, per school year.
- Schools will help promote non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments

that encourage healthy nutrition choices and encourage participation in school meal programs.

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

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

- Implementing evidence-based healthy food promotion techniques through the school meal programs
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.
- K-12 by Elior will work with the Athletic Department to create a comprehensive nutrition/meal program for FMS athletes to promote healthier eating for optimal performance.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

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

At all schools we are continuing our nutritional education by our menus with nutritional facts, educational plays for the elementary with Food Play Performances, sample testings at all schools with nutritional facts and recipes. Posters on nutritional education are displayed in the Cafeterias.

Essential Healthy Eating Topics in Health Education

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

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

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if

students are subjected to advertising on District property that contains messages, inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's Wellness Policy.

The district will be working towards implementing, 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 and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes 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 move towards replacing or updating scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in 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 the District;
- 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.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District Wellness Policy

Closed/Open Campus

For Safe & Security best practices FMS will continue to prohibit on all school campuses for all students & staff the delivery of foods i.e.: door dash, grub hub, florists, etc.

2.43.1 High, Middle and Elementary school campuses are closed. Students may not leave campus unless a parent (or legal guardian) signs them out in the office. Upon returning to school, a parent (or legal guardian) must sign them back in. Students attending the CATE Center or San Juan College for classes will not be required to sign out. Students cannot check themselves out for lunch. Adopted: Last Revision: 4/13/17

V. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement; and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day will occur, including but not limited to recess, classroom physical activity breaks, or physical education.

The District is committed to keeping all school grounds, facilities, and activity equipment safe and ready for student use. To ensure this, staff conduct regularly scheduled inspections to handle routine maintenance and repairs. Any unexpected issues are addressed as they are submitted through the district's work order system.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year This policy may be waived on early dismissal or late arrival days. Recess should be offered before lunch, schools will have appropriate hand-washing facilities

and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

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

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

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

Classroom Physical Activity Breaks (Elementary and Secondary)

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

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

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.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active and participating with the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by:

- Opening campus' and playgrounds for before-school activity,
- Encouraging participation in intramural or interscholastic sports,
- Implementing physical activity clubs such as golf, bowling, track, basketball and tennis

Active Transport

The District will support active transport to and from school, such as walking or biking. The District currently encourages this behavior by engaging in the following activities below:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Use crossing guards
- Use crosswalks on streets leading to schools
- Create and distribute maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

VI. Physical Education

The District 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 incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable

participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year

All District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades in order to meet the standards and benchmarks for health education from NM PED. High School students are required to take and pass one health education course. The District will include in the health education curriculum a minimum of 12 of 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 gaming
- 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.

Excused Participation from Physical Education Classes

If a student is to be excused from activity participation in physical education classes for health reasons, a written doctor's recommendation is required. The Student will be required to attend the classes for the instructional component and observation and complete an alternative assignment or the class activities missed when physically able to participate.

VII. Wellness Policy Health Services

The District integrates wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District coordinates and integrates 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.

Goal

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

Health services are provided for students to apprise, protect and promote health. These services are designed to ensure access or referral to primary health care, 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
- Provide educational and counseling opportunities to improve individual, family and community health.

District Wellness Policy includes plans for addressing the health service needs of students in the educational process.

Students with healthcare needs that may affect or have the potential to affect safe and optimal school attendance and academic performance require the professional school nurse to write an Individualized Health Plan (IHP). This plan should be written by the school nurse 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 (Office of Special Education) 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. (See the NM School Health Manual; Section V for instructions.)

District policy acknowledges that all students enrolled in the public, nonpublic, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the New Mexico Department of Health (DOH), with an allowance for exemption by the NM DOH if certain conditions are met. Please see NMAC 7.5.2 and FMS Board policy for more information.

District policy acknowledges all public and nonpublic schools must grant to any student in grades kindergarten through 12 authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met. Such rules are established in NMAC 6.12.2.9 Students Rights to Self Administer Certain Medications and NMAC 6.12.8 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 School Health Manual Section VI

District policy 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 to the district, unless a parent affirmatively prohibits the visual screening.

In an effort to detect possible medical issues that would impede learning and therefore warrant early intervention, a Medical History form is collected from parents of all new and returning students and reviewed annually by the school nurse.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

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

All school-sponsored events will adhere to the Wellness Policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District promotes to parents/caregivers, families, and the general community; the benefits of and approaches for healthy eating and physical activity throughout the school year. Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.

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

VIII. Social and Emotional Well-being

District Wellness policy includes a plan to address the behavioral needs of students:

Each school within the Farmington Municipal School District is assigned a School Counselor and/or Social Worker.

The Board of Education is committed to ensuring that a high-quality school counseling program that is comprehensive, developmentally and age appropriate, and reflects the

diversity of the Farmington Municipal Schools is provided equitably to all students in the district.

3.27.1 We believe that social and emotional learning delivered through a comprehensive, developmentally appropriate school counseling program has a positive impact on student academic performance.

3.27.2 We believe school counseling is integral to the mission of schools and to the total educational program. School counseling programs remove barriers to learning and promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services.

3.27.3 Farmington Municipal Schools counseling services will align with the national and state school counseling standards.

3.27.4 IN ALL SCHOOLS:

a) Counselors provide a comprehensive, developmentally appropriate school counseling program to all students.
b) The school-counseling program aligns with the FMS educational mission.
c) Counselors provide information and support to students and families about academic programming, community support, and other relevant information.
d) School counselors work with teachers and parents to ensure and support student's academic success through collaborative decision making utilizing formative and state assessment data, recommend appropriate academic interventions and continuously monitor student attendance and academic progress.
e) The school-counseling program is based on the American School Counseling Association's National Model and Standards and includes prevention, interventions, and crisis response services.
f) School counselors promote personal, interpersonal, health, academic and career development for all students through classroom guidance lessons, individual and group counseling, and other services.
g) School counselors address the unique needs of individual students through academic, behavioral and social interventions, which are culturally appropriate to ensure educational excellence for all students.
h) School counselors communicate the role and goals of the school-counseling program with all stakeholders including students, parents, staff, administrators, and community.
i) School counselors work with students and families to support students in their transition from one grade level to another.
j) School counselors collect and analyze both qualitative and quantitative data to identify and address student needs and to develop, implement, evaluate and continuously improve the counseling program.

3.27.5 AT THE ELEMENTARY LEVEL:

a) The school-counseling program promotes school success by assisting students in acquiring the skills and attitudes necessary for academic achievement.

b) The school counseling program teaches decision making, problem solving and resiliency skills.

c) School counselors foster the development of self-awareness, positive self-concept, self-advocacy, interpersonal skills and career awareness.

d) School counselors also provide crisis interventions, are part of the threat assessment team, and short-term individual/group counseling.

3.27.6 AT THE MIDDLE SCHOOL LEVEL:

a) The school-counseling program focuses on building academic and social competence and career awareness.

b) School counselors coordinate, monitor and manage the process by which eighth grade students develop a rigorous, appropriate comprehensive plan, (Next Step Plan) that prepares them to meet high school graduation requirements, and reflects post secondary and career planning.

c) School counselors also provide crisis interventions, are part of the threat assessment team, and short-term individual/group counseling.

3.27.7 AT THE HIGH SCHOOL LEVEL:

a) School counselors coordinate, monitor and manage the process by which students develop a rigorous, appropriate comprehensive plan, (Next Step Plan) that prepares them to meet high school graduation requirements, and reflects post-secondary and career planning. Counselors also provide information to all students about advanced placement, dual credit and distance learning course options and opportunities.

b) The school-counseling program equips students to develop competence in decision making, career planning, interpersonal relationships, personal responsibility and other skills essential to being a productive citizen.

c) School counselors also provide crisis interventions, are part of the threat assessment team, and short-term individual/group counseling.

The School Social Work program, within Farmington Municipal Schools, enhances and supports each of the above referenced counseling services. School Social Workers are also responsible for providing IEP services. School Social work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student services team. School Social Workers are trained mental health professionals who can assist with mental health concerns,threat assessments, crisis intervention, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.

School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers enhance the District's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.

Support services are available to all students.

Within the new NM PED DASH system, behavioral health needs are assessed as part of the plan through the focus areas of Student Culture and School Culture.

School staff members are trained in child abuse and neglect detection and reporting, per Section 22-10A-32, NMSA 1978.

All new employees to the District must complete the online course for child abuse and neglect. The course is in conjunction with NMSU and the NM PED.

Schools adhere to substance abuse reporting per Section 22-5-4, 4 NMSA 1978.

Within FMS board policy and the code of ethics, FMS feels the responsibility lies within the employee to adhere to Principle I of the Code of Ethics: Commitment to the student.

In addition to health and wellness education, the district will implement education on substance abuse prevention.

Farmington Municipal Schools recognizes that students are being introduced to alcohol, tobacco and other drugs (ATOD) at an early age and the harmful impacts of using substances affect both the student's potential in school and in the outside community. The District acknowledges the importance of substance misuse prevention will be taught at various levels throughout the student's school career at grade appropriate levels.

At the elementary level ATOD prevention will:

- Introduce the harmful effects of alcohol, tobacco, vaping and other drugs
- Introduce positive behaviors as alternatives to the use of substances
- Introduce refusal skills

At the middle school level ATOD prevention will:

- Reinforce the harmful effects of alcohol, tobacco, vaping, and other drugs that were previously taught in elementary school
- Strengthen messages and tools around refusal skills
- Introduce legal issues around ATOD use

At the high school level ATOD prevention will:

- Introduce harm reduction applications for students
- Continue with age-appropriate refusal skills
- Share health and social outcomes around ATOD use
- Reinforce data with students about the majority of students not using ATOD

2.22.6 The use of such substances is detrimental to individual development, wellness, and undermines effective education. In order to ensure the highest standards for learning in the classroom, the District will help students to abstain from the use of chemical substances and intervene early when abuse or misuse is detected.

2.22.7 The administration shall develop procedures, including penalties, consistent with this policy as part of the student handbook.

2.22.9 The presence of or use of prohibited substances (2.22.2) will not be tolerated at school or any school-sponsored activity. The presence of or use of prohibited substances (2.22.2) will result in parent/guardian notification, suspension and discipline proceedings. Law enforcement will be notified for alcohol and drug violations. All offenders are offered the opportunity to complete the Stanford REACH program as a support for understanding substance abuse.

IX. Other Wellness Policy Components

3.41 Infectious Disease/STI Prevention

The District recognizes that education presents the most effective long-term means of controlling infectious and sexually transmitted diseases among our youth. STI/AIDS instruction should focus on prevention, emphasize abstinence and include:

1) Definition of terms
2) How the virus/microorganisms are spread
3) Consequences and risks of infection
4) Effects on the body including the immune system
5) Refusal and decision-making skills
6) Societal implications for these diseases
7) Resources for appropriate medical care.

To meet this end, the District shall provide an integrated instructional program in the health curriculum, using current instructional materials, to meet the needs of the students

at various levels, and to meet the requirements of the New Mexico Public Education Department (i.e., that infectious disease/ STI education be taught three times in the student's school life)

5th - different types of microorganism - virus, bacteria, how risky behaviors affect choices which lead to disease transmission

7th - transmission and health risks involved with infectious disease/ STI,

9th grade - more age appropriate information about the pathos-physiology of disease, reproductive health including contraception and resources for referral.

The curriculum will be developed and evaluated periodically under the direction of the Executive Director of Curriculum and Instruction and must be approved by the School Board.

Any changes in objectives and/or materials to be used will be brought to the School Board for their approval before implementation.

X. Staff Wellness

Districts and its governing boards and schools, implement policy to ensure the right to privacy of all school employees infected with HIV, keeping these safe and confidential:

4.0 Non-Discrimination Policy

- Farmington Municipal Schools is an equal opportunity employer, and the Board affirms its commitment to maintaining an environment free from discrimination. The District does not condone or tolerate discrimination against any employee or applicant for employment because of race, color, religion, age, sex, national origin or ancestry, ethnicity, disability, serious medical condition, sexual orientation, gender identity, veteran status, HIV status, genetic information or on any other protected status as defined by law, in all aspects of employment, including recruitment, hiring, firing, pay, job assignments, supervision, promotions, layoffs, training, benefits, or any other work related occurrences.
- 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 (6.12.6.8.D.9 NMAC)

4.23 STAFF WELLNESS

- Farmington Municipal School District is committed to encouraging staff wellness programs. Students benefit when teachers and staff are healthy emotionally, mentally and physically. Staff wellness is providing

opportunities for school staff to improve their health, safety, and well-being.

- The district encourages the provision of accurate, evidence-based information related to health promotion as well as prevention of disease and disability.

Health Promotion

The District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors while on district premises. Strategies that are currently in place are:

- The District promotes staff member participation in health promotion programs and supports programs for staff members on healthy eating/weight management that are accessible and free or low-cost through Ulliance
- Through the district's various health insurance plans there are health promotion opportunities available to all employees such as: stress management, weight management, chronic disease management, healthy lifestyles, exercise programing, nutrition and diet support.
- The Farmington Municipal School District identifies and disseminates to staff research based health and wellness information. In addition, each school site has a dedicated wellness team that facilitates health promotions and activities.

Professional Learning

When feasible, the District offers 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 core classes). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.