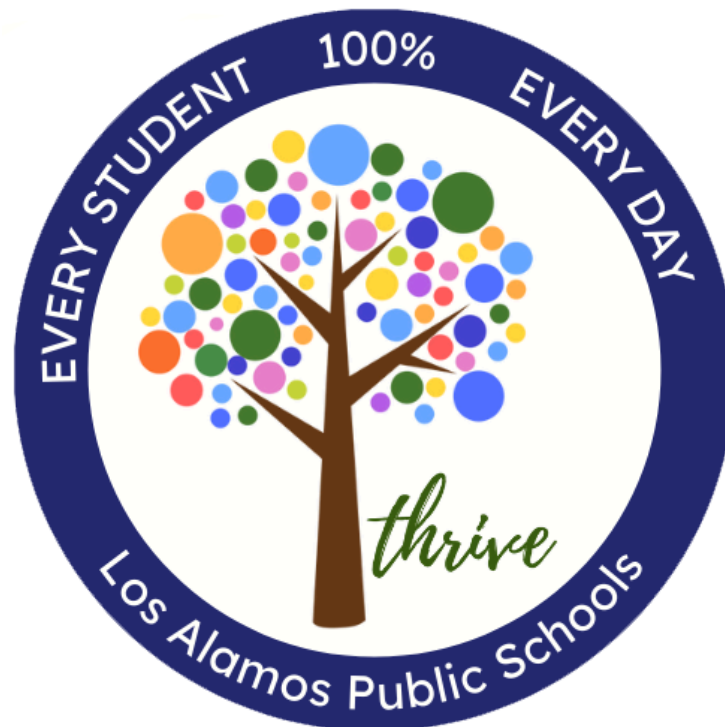


LAPS WELLNESS POLICY

2023-2024



LAPS Strategic Goals

LAPS provides a safe, engaging learning environment that honors diversity and ensures every student thrives. 100% of LAPS Students will meet or exceed expectations in 3 key areas:

- Academic Success
- Social and Emotional Well-Being
- Civic Responsibility

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OVERVIEW

LAPS Policy 6135

Los Alamos Public Schools prioritizes the well-being of our students and staff. The School Board is committed to creating a school culture that promotes and protects children's health, social and emotional well-being, and ability to learn by supporting district and school-based activities and practices that promote student and staff wellness.

LAPS Health and Wellness Equity Statement

The LAPS District will maintain a focus on health equity to ensure that all students and staff at all school sites have access to health and wellness efforts. LAPS is committed to the optimal physical, academic and social-emotional development of all of its students. Health-promoting environments are essential for students to achieve success. LAPS aims to align health and wellness initiatives in accordance with other district endeavors.

Process and Benchmarks

The district will maintain a coordinated health program as recommended by the New Mexico Public Education Department School District Wellness Policy Guidance, the components of which will include:

1. Establishing a School Healthy Advisory Council (SHAC). The goal of the SHAC is to support a coordinated approach for student and staff wellness that integrates multiple perspectives and ensures compliance with federal and state requirements, including setting district goals in all areas of coordinated school health. The SHAC will meet at least two times a year to provide feedback and assess district-wide health and wellness initiatives. The SHAC will review their goals annually to ensure that they are in alignment with the health and prevention data/results.
2. Offering Health and Nutrition Education to students in grades K-12 as set forth in the Health Education Content Standards (6.29.6.1 NMAC), including one-half credit of health education for all high school students as a graduation requirement;
3. Offering Physical Education to students in grades K-12 as set forth in the Physical Education Content Standards (6.29.9 NMAC).
4. Offering health services to promote the health and safety of, as well as preventing illness and injury in, the school population as set forth in the Safe School Plan;
5. Establishing procedures for School Safety Committees to ensure healthy and safe learning environments for students and staff as well as an annual assessment for identifying threats and hazards unique to their campus;
6. Ensuring Food and Nutrition Services support a positive nutrition environment in schools to enhance learning and the development of lifelong healthy eating practices;
7. Encouraging physical activity opportunities for students and staff before school, during the school day, and after the instructional day, as appropriate;
8. Supporting social and emotional well-being with services to maintain and/or improve students' mental, emotional, behavioral, and social health;
9. Promoting staff wellness through district programs or services to support and/or improve the mental, emotional, behavioral and social health of staff (see Policy 4030 Employee Assistance Program).

School Health Advisory Council (SHAC):

The SHAC is responsible to meet at **least** two times annually and to make informed recommendations to the board regarding the development, revision, implementation and evaluation of the District Wellness Policy (NMAC 6.12.6).

Membership and Participation in the School Health Advisory Council (SHAC)

The LAPS-SHAC advertises thorough department and staff meetings to acquire school staff as members. Parents are notified about the possibility of participating in SHAC through newsletters and school open houses. A district, elementary and secondary-level SHACS should be established to provide a complete understanding of district needs..

SHAC Composition

The SHAC shall consist of a School Board member, school administrator(s), other school staff, school food authority personnel, food nutrition personnel, student(s), parent(s), and community member(s). When choosing school personnel consideration should be made to ensure that all grade clusters are represented. In addition the district Prevention Specialist, Wellness Coordinator and Head of nursing department will also serve on SHAC. Depending on the topics and needs of SHAC, out of school health providers will be consulted regularly for additional information.

Assessment and Progress Monitoring of the Wellness Policy

The LAPS-SHAC utilizes a variety of resources when making decisions regarding the wellness policy. The primary sources of information/data are:

- Youth Risk and Resiliency Surveys (YRRS) data
- Data regarding visits to the school nurse
- Data regarding visits with school counselors
- Waste water treatment results
- Panorama Data
- Community Resource Support Plan Data
- Additional data is provided by Prevention Specialist and the Director of Counseling

Additional feedback is requested from specialists that work in the district or are consulted to do work for the district regarding health and wellness issues.

Assessments are reviewed on an on-going basis as the data/results become available. April/May is to be the month when the HSAC meets to align its goals in accordance with the formal and informal data that it receives.

Public Notification of the Wellness Policy

LAPS provides information to the public on an annual basis regarding the Wellness policy through a variety of formats and presentations. The Wellness Policy is provided on the district website at:

<https://www.laschools.net/families-students/health-wellness-resources>

The policy and discussions can be found within our school board meetings::

<https://www.laschools.net/school-board/meetings>

The wellness policy is also presented during YRRS presentations to the community:

<https://losalamosreporter.com/2021/03/13/33968/>

<https://losalamosreporter.com/2018/10/24/laps-responds-to-los-alamos-youth-risk-and-resiliency-survey-finding>

In 2024-2025 the newly revamped LAPS Wellness Policy 2023-2024 will be added to student and staff handbooks.

Nutrition And Nutrition Education

All schools will provide nutrition education activities that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth in 6.29.6 NMAC. Nutrition education is an essential part of a comprehensive health education program and empowers students with knowledge and skills to make healthy food and beverage choices (CDC, 2023). LAPS offers nutritional education at elementary, middle and high school levels. All efforts will be made to help students possess the knowledge and skills required to make educated nutritional choices for a better quality life.

LAPS follows the *USDA Final Rule* at all schools within the district through its participation in the *National School Lunch Program (NSLP)* and *School Breakfast Program (SBP)* and will provide meals that meet the nutrition standards for school meals. All students pre-K to grade 12 have the opportunity to participate in Breakfast After the Bell (BATB). NMAC 6.12.9

- All meals should be appealing and attractive to students
- All meals should be served in clean and functional settings
- All meals should meet or exceed current nutrition requirements established by local, state, and federal regulations.
- Display healthy food options such as fruits and vegetables within the line of sight of students
- At least 3 different fruits will be offered each week on different days
- Training all staff that serving food to politely encourage students to select daily fruit and vegetable options with their meals
- School meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations
- School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals
- Drinking water is to be provided where all meals are served. To promote the use of water, flavored (no sugar added) options should be available.
- The District will offer at a minimum 20 minutes “seat time” for all meals

Smart Snacks/Competitive Sales

Any school that participates in the National School Lunch and/or School Breakfast Program must comply with the Smart Snacks regulations. LAPS will ensure that all foods and beverages on the school campus during the school day meet USDA requirements (*USDA Memo SP36-2014*). These standards and requirements will apply to all locations where food and beverages are sold.

Fundraising

Based on the USDA Smart Snacks In School rules, all fundraisers held during school hours (midnight until 30 minutes after school) must comply with the Smart Snacks in School rules. No fundraisers may be conducted in competition with school meals in the food service area during meal service. In order to be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed Smart Snacks standards to be sold on the school campus. Fundraisers cannot occur during the NSLP service hours. All advertising and marketing can only depict food or beverages that meet Smart Snacks nutritional standards. Any food and/or beverages sold to raise money during the school day are required to meet the Smart Snacks in School limits on calories, sodium, fat etc. Schools that do not comply can be fined by their state agency. A fundraiser may be conducted only for up to one school day on two occasions per semester or trimester term in a school that participates in United States department of agriculture school meal programs. The following resources can assist with determining the frequency and type of snacks that are allowed during the school day.

Smart Snack Calculator: <http://rdp.healthiergeneration.org/calc/calculator/>
USDA Memo: <http://www.fns.usda.gov/sites/default/files/SP36-2014os.pdf>

Food Beverages Provided But Not Sold During School Day

The district is required to develop nutritional standards for foods and beverages provided, not sold, on school campuses during the school day. School sites are to limit the number of celebrations that occur in which food and beverages are included. Any food or beverages that are provided should follow Smart Snacks in School "All Foods Sold in Schools" Standards. Food is not to be utilized as a reward, punishment or incentive in any fashion at all school sites. As a healthy practice anytime food is provided during a celebration a physical activity should be connected to the event.

Food Allergies

All staff (including food service personnel) are to be trained by school nurses regarding the common allergens. At the beginning of the year school nurses will provide information to families and staff regarding food allergies and how best to respond in the event of an emergency. School nurses will keep an up to date database regarding students with food allergies. All staff that work with these students will be trained in the protocols and communication procedures in the event of an anaphylactic event.

Nutritional Education

All schools will provide nutritional education activities that align with New Mexico Education Content Standards with Benchmarks and Performance standards in accordance with 6.29.6 NMAC. At a minimum 3 core subject areas will integrate age-appropriate nutritional education in their curriculum. A connection to diversity and food will be connected to these opportunities. Signage will be posted throughout the school sites depicting healthy and nutritional information. Physical Education instructors will collaborate with cafeteria personnel to provide opportunities for students to use critical thinking skills to determine how to choose and prepare healthy food options. At least on a quarterly basis, but preferably on a monthly basis, nutritional and health information will be provided to families and staff members to assist them in planning and preparing nutritious meals. This will be done through "Recipes of the Month" provided via newsletters and other school site communications..

Notice of Non-Discrimination

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities).

Physical Activity

LAPS will follow the guidelines regarding the requirements of physical activity opportunities before, during and after school. (NMAC 6.12.6.8.D.3). Physical activity is included as a health topic in health and core classes. The goals and objectives regarding the physical activity of students should be connected to a Comprehensive School Physical Activity Program (CSPAP). The district will provide professional development opportunities to health and physical education instructors to effectively integrate and implement CSPAP at their school sites. Health and PE instructors will be provided time to develop these plans. Many of the activities developed through the CSPAP will be introduced to families through community/parent nights so that they can be reinforced and implemented outside of school.

Goals and Focus Areas

- Provide a comprehensive Physical Education program from Pre-K through Grade 12
- Emphasize the lifetime benefits of physical activity
- Provide a diversity of physical activity choices
- Create inclusive environments that allow for all students to participate in physical activity
- Actively teach cooperation in physical activities
- Create safe environments for physical activities
- Promote participation in physical activity outside of school

LAPS Implementation of Physical Activity

- Structured physical activities will be planned by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.
- Elementary school students will have at least 15 minutes a day of recess, preferably outdoors
- Students will be encouraged to do moderate to vigorous physical activities
- Offer extracurricular physical activity programs outside of school in partnership with clubs, athletics or outside organizations
- Students are not excluded from physical activity for disciplinary or academic performance.
- Actively promote physical activity of families through open houses and school fairs
- The community is encouraged to access the district's facilities at specified hours
- Work with community leaders to develop recreational facilities throughout the community to encourage physical activity outside of school

Additional Topics and Programs

- ❖ Over 50 Clubs and Activities
- ❖ Robust extra-curricular program
- ❖ After school YMCA program

Health Education

The LAPS wellness policy includes a planned, sequential K- 12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health in accordance with NMAC 6.12.6. The LAPS education curriculum is aligned to the health education content standards with benchmarks and performance standards as set forth in the NMPED Standards and Benchmarks. The Board also recognizes that schools, community agencies, and institutions are significant resources and share a common concern for the development of students as responsible, ethical adults.

Goals and Focus Areas

- Provide students with the understanding and life skills to be healthy and productive
- Develop instruction to promote positive health and the prevention of disease
- Follow the NMPED Standards and Benchmarks and National Health Education Standards
- Utilize current data and resources to develop health topics and instruction
- Understand how media, technology, and other factors impact a person's health
- Utilize goal-setting and informed decision-making

LAPS Implementation of Health Education Requirements K-12

- Health education instruction will be provided at all grade levels.
- Health education concepts will be taught in health classes at the middle school and high school levels as well as integrated into core curriculums.
- School staff will be provided school health professional development through state/local resources
- .5 (1 semester) credit of Health Education will be offered at the high school as a graduation requirement.
- Assess health curriculum and goal according to the Health Education Curriculum Analysis Tool (HECAT) provided by the Center for Disease Control

Major Health Topics

Sex Health Education (LAPS Policy 6173)

The New Mexico Administrative Code (NMAC) 6.29.6 requires each elementary, middle and high school to provide instruction about sexually transmitted diseases (STD's) including AIDS and related issues. The goal of sex education in a comprehensive health education curriculum shall be to provide accurate, age-appropriate information, promote health, and promote positive character formation upon which students can draw throughout their lives and decrease teenage sexual activity. Student expectations regarding this component of health education are:

- This will assist students in making responsible and ethical decisions with an understanding of the life-long implications of those decisions.
- Students will be expected to assume respectful, responsible, and ethical attitudes toward themselves and others. The Los Alamos Public Schools will present a positive, constructive, healthy view of sexuality.

This instruction includes an understanding of HIV and other STD's and how they are transmitted; risk reduction methods, stressing abstinence; refusal skills; and information regarding resources for appropriate medical care. The Los Alamos Public Schools has designated instruction at the elementary, middle school and high school level to deliver this instruction to students.

The Los Alamos Public Schools recognize both the role of parents/guardians as the primary sex educators of their children and the need for a partnership with the parents to achieve the common goal of sex education.. Parents may request that their child not participate in the parts of the curriculum that address the human sexuality unit by completing a request for exemption on the forms provided by the school. The district will provide lesson plans to parents that request an exemption in order to ensure that this material is covered. Alternative lessons to the human sexuality instruction in the health education curriculum shall be extensions of the health education curriculum at the grade level of the student whose parents request the exemption. NMAC 6.29.6.11 regarding Sexuality Performance Standards Exemption will be followed as part of this policy.

Alcohol and Other Drug Abuse Prevention Education (LAPS Policy 6129)

The Los Alamos Public Schools provides a program of instruction in alcohol and drug abuse prevention.

Additional Topics and Programs

- ❖ DARE Program in selected 4th and 5th grade classes - facilitated by trained School Resource Officers
- ❖ Drug and Alcohol Prevention Curriculum in 8th and 11th grade health classes - taught by health teachers
- ❖ Alcohol Awareness Lesson in collaboration with the Los Alamos County DWI Planning Council in LAHS Drivers Education classes - led by Prevention Support Specialist
- ❖ Fentanyl Awareness Lesson facilitated by LAHS School Resource Officer in all high school classes
- ❖ CRSP (Community Resource Support Plan) created for individual students who have violated the alcohol/drug/tobacco policy - includes an education component utilizing curriculum from Stanford Medicine
- ❖ Overdose Recognition and Response Training for school staff and community members
- ❖ Monthly prevention themes shared with a broad spectrum of school staff and published in LAPS newsletter and on social media sites
- ❖ Collaborative Community Conversations series facilitated by a group of partnering organizations to raise awareness and build skills and supports around emerging topics (fentanyl, mental health, social media, effective communication, etc)
- ❖ In grade 9-12, all health education courses shall include lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training.

Physical Education

Physical Education (PE) provides students with the opportunity to increase their knowledge and skills for physical activity. PE can enhance a student's learning in their other classes. LAPS will ensure that all elementary students receive PE instruction throughout the school year. All secondary students will receive PE in grades 7-9, with options in other years to receive PE instruction. PE classes are based upon a K-12 physical education curriculum (6.29.1 NMAC Primary and Secondary education standards for Excellence General Provision) and are aligned to the Content Standards with Benchmarks and Performance Standards. PE classes utilize a curriculum that incorporates essential health education concepts. All PE classes are taught by licensed teachers who are certified or endorsed to teach PE.

Goals and Focus Areas

- Promote the benefits of a physically active lifestyle and create opportunities for students to develop skills for lifelong healthy habits
- 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.
- PE will be the basis of a Comprehensive School Physical Activity Program (CSPAP) that provides students with the opportunity to develop motor skills and behaviors for physical activity.
- Student physical fitness will be promoted through individualized fitness and activity assessments
- Appropriate accommodations will be implemented to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate.

LAPS Implementation of Physical Education

- PE classes are to be taught by licensed teachers who are certified/endorsed to instruct PE classes
- Physical educators will promote academic achievement by helping teachers incorporate PE concepts in classroom activities. Scientific concepts and math skills are incorporated into PE lessons.
- All PE classes will be aligned to the Content Standards with Benchmarks and Performance Standards under NMAC 6.29.1 Primary and Secondary education standards for Excellence General Provision
- One unit of PE, or allowable alternative will be a graduation requirement (Statute NMSA 22.13.1.1).
- Physical education classes will be limited in number of students based on safety and on the comparable numbers of students in other subject areas.
- Physical education instructors will collaborate with special education teachers and ancillary support staff (e.g. occupational and physical therapists) to create adaptive PE plans.

Additional Topics and Programs

- ❖ Each elementary student has PE for 45 minutes each week taught by a licensed PE teacher
- ❖ At the elementary level there is a focus on learning basic physical skills and concepts.
- ❖ The concepts of teamwork, sportsmanship, and fitness are incorporated into the curriculum
- ❖ Physical skills assessments and fitness testing
- ❖ Fitnessgram: Test components: muscular strength, muscular endurance and flexibility
- ❖ Internal/On-site and Regional professional development occurs for all PE teachers

Social and Emotional Well-Being

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning (CDC, 2019).

The district has paid particular focus on students' social-emotional well-being over the past five years with multiple initiatives aimed at improving the social emotional health of students. Much of the existing data on students' social-emotional well-being is pre-covid. Part of the work of the District Wellness Committee or HSAC will be to identify markers the district will use to measure social and emotional well-being (LAPS Strategic Plan). Los Alamos Public Schools implements the Safe and Civil Schools philosophy and strategies at all sites to create positive and nurturing environments.

LAPS does not discriminate against any person on the basis of race, color, origin, disability or age in providing access to its social, emotional and mental services and supports.

Goals and Focus Areas

- Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being (6.12.6.8-6 NMAC).
- Create safe and healthy school environment where all students can be effective learners
- Create a respectful and nurturing climate where students' mental, emotional, behavioral, and social health needs are supported and, as necessary, improved
- Collaborate with students, parents, staff and community to develop strategies to improve student's social and emotional wellbeing
- Ensure that all licensed school employees shall be required to complete annual training in the detection and reporting of child abuse and neglect, including sexual abuse and assault, and substance abuse. This training is to be provided to staff on an annual basis. As part of the onboarding process for new staff they will receive this training prior to the start of the school year.

LAPS Implementation of Social and Emotional Well-Being

- Fully implement a social and emotional (SEL) model from the district administration at all levels
- Work with our community partners to provide support services
- Provide Students with healthcare needs that may affect their school attendance and/or performance by designing Individualized Health Plans (IHP)
- Provide an environment in which students are able to request assistance when needed
- Teach self-management skills to help students manage their emotions and behaviors
- Design programs to improve decision-making towards positive choices regarding their behavior and social interactions
- Increase social awareness to understand the views of and to empathize with others
- Second Step Social Emotional Learning Curriculum in the elementary schools

Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students (CDC, 2019). LAPS offers health services to promote the health and safety of, as well as preventing illness and injury in, the school population as set forth in the Safe School Plan. LAPS will provide support service programs which strengthen the instructional program through a written, delivered and assessed program, licensed staff to develop and supervise the program and assessment through the EPSS process.

Self Administration of Asthma, Anaphylaxis and Diabetic Medications

All LAPS students in grades K-12 are authorized to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment as long as certain conditions are met (6.12.2.8 NMAC & 6.12.2.9 NMAC).

Immunizations

All students enrolled in LAPS, must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division. It is unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: (6.12.2.8 NMAC & 7.5.3 NMAC). Homeless students are not prevented from entering school based on inability to produce normally required documentation (McKinney-Vento Homeless Assistant Act)

Homeless Students and Families

The LAPS homeless education liaison will ensure that::

- Children and youth in homeless situations are identified;
- Homeless students enroll in, and have full and equal opportunity to succeed in school;
- Homeless students/families receive educational services for which they are eligible (Head Start, preschool programs, referrals to health and other appropriate services etc.)
- Parents/guardians of homeless students are informed of educational/related opportunities available to their children, and given chances to join in education;
- Parents, guardians, and unaccompanied youth are fully informed of all available transportation services including the option of transporting the homeless student to the school of origin;
- Enrollment disputes are mediated in accordance with the requirements of the Act; and
- Public notice of the educational rights of homeless students is disseminated to locations where homeless may congregate.

Goals and Focus Areas

- Ensure that students have access to highly qualified nurses or other medical professionals in the school setting
- Require site nurses to write Individualized Healthcare Plans (IHP), in collaboration with the student, family, educators, and healthcare care providers for students whose healthcare needs affect or have the potential to affect safe and optimal school attendance and academic performance Ensure that students whose healthcare needs affect or have the potential to affect safe and optimal school.

- Address the management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting
- Regularly assess and reporting on the implementation of these practices and providing appropriate resources and training for continuous improvement
- Ensure that all students with HIV/AIDS have appropriate access to public education and that their rights to privacy are protected as set in 6.12.2.10 NMAC
- Encourage students to use self care when it is appropriate to do so

LAPS Implementation of Health Services

- Create a plan addressing the health service needs of students in the educational process
- Conduct vision and hearing screenings to all students in the district
- Provide professional development opportunities to train staff regarding health care practices
- Provide health information resources to students and staff
- Review IHPs annually to ensure students' healthcare needs are being considered
- The homeless liaison will obtain documentation related to immunization and provide access to immunization providers.
- Maintain accurate immunization records regarding students
- Ensure that all health service programs strive to meet all reporting, record-keeping and confidentiality requirements.
- Provide for any student in K–12, authorization to carry and self administer prescribed (by health care provider) asthma and/or anaphylaxis emergency treatment, as well as the right to self management of diabetes in school settings (6.12.2.9 NMAC, 6.12.8 NMAC)

Staff Wellness

Ensuring that school employees' physical, social-emotional health needs are addressed is an important part of their well-being and supports student academic success. Focusing on healthy ways to deal with stress are to be included in the district's wellness plan. Work sites should create environments that maintain positive relationships and teacher self-efficacy (CDC, 2019). Promoting staff wellness through district programs and services to support and/or improve the mental, emotional, behavioral and social health of staff (see Policy 4030 Employee Assistance Program)

LAPS Nondiscrimination Policy

Any employees who feel that they have been discriminated against by the Los Alamos Public Schools on the basis of disabilities, may use the grievance procedure. This procedure does not prohibit a person who believes he/she has a grievance under the ADA or Section 504 from informally pursuing resolution of the problem. Every effort should be made to resolve problems at the school or district level. Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, will immediately intervene to stop the incident when it is safe to do so. When the site administration or compliance officer receives any grievance of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, they will inform the person of the right to file a formal grievance.

Goals and Focus Areas

- Design and implement wellness activities for staff that focus on physical, social-emotional and mental health
- Promote a positive workplace climate with a focus on diversity and inclusion practices
- Provide assistance to staff in need through the Employee Assistance Program
- All staff gatherings should provide options for healthy food
- District and its governing boards and schools will implement policies to ensure the right to privacy of all school employees infected with HIV, keeping records safe and confidential.

LAPS Implementation for Staff Wellness

- Provide on a yearly basis equity, diversity and confidential training regarding how to handle sensitive employee health (e.g. HIV) information to administrators.
- Implement proactive measures and programs through the District Wellness Coordinator that increase staff sensitivity regarding physical, health and mental issues to end social stigma and discrimination of personnel with disabilities
- Create a reporting system that allows staff to report concerns about staff that are in need of assistance or may be experiencing some form of discrimination
- Disseminate physical and mental health information resources to schools and staff
- Provide access to and encouraging participation in and use of physical and mental health resources
- Design a consistent and systemic approach for employee conflict resolution
- Employees are provided with opportunities to learn and participate in strategies that support a healthy lifestyle
- Develop, implement, and evaluate healthy eating and physical activity programs for all school employees
- Survey the physical and emotional health needs of the staff and utilizing the results to create and implement a staff wellness benchmarks
- Provide after school access to school athletic equipment and facilities for staff to use
- Create monthly "Health Challenges" encouraging staff to abstain from non-healthy food items (e.g. sugary beverages) or to increase their healthy food choices (e.g. fruits, vegetables, etc.)

Resources

Nutrition

- <https://webnew.ped.state.nm.us/bureaus/student-success-wellness/>
- <https://www.fns.usda.gov/nslp>
- <https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks> Smart Snacks
- <https://www.fns.usda.gov/tn/best-practices-healthy-school-fundraisers>
- <https://www.fns.usda.gov/school-meals/school-day-just-got-healthier-school-administrators-and-foodservice>
- <https://www.changelabsolutions.org/product/restricting-food-and-beverage-marketing-schools>
- <https://hsc.unm.edu/school-of-medicine/pediatrics/divisions-centers-programs/prevention-research-center/eat-smart-to-play-hard/index.html>
- <https://www.healthiergeneration.org/app/resources/581>
- <https://api.healthiergeneration.org/resource/134>
- <https://www.healthiergeneration.org/app/resources/588>
- <https://www.fns.usda.gov/tn>
- <http://rdp.healthiergeneration.org/calc/calculator/>
- <http://www.fns.usda.gov/sites/default/files/SP36-2014os.pdf>
- <https://api.healthiergeneration.org/resource/155>

Health Education

- <https://www.cdc.gov/healthyschools/sher/standards/index.htm>
- <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>
- <https://advocatesforyouth.org/media/future-of-sex-education-national-sex-education-standards-second-edition/>
- <https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr>
- <https://statepolicies.nasbe.org/health>
- [Health Education Curriculum Analysis Tool \(HECAT\)](#)

Physical Activity

- <https://www.cdc.gov/physicalactivity/basics/children/index.htm>
- <https://www.gonoodle.com/>
- <https://www.healthiergeneration.org/>
- https://www.cdc.gov/healthyschools/physicalactivity/pdf/ClassroomPAstrategies_508.pdf
- https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf
- <https://www.nchpad.org/1505/6461/Discover~Inclusive~School~Wellness>

Physical Education

- <https://www.shapeamerica.org/standards/default.aspx>
- <https://www.nfhsnetwork.com/associations/nmaa>
- <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/athletic-equity-act/>
- <https://www.cdc.gov/healthyschools/pecat/index.htm>
- <https://www.pyfp.org/>
- <https://casel.org/>
- http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unified%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?_ga=2.87557085.414026992.1565010701-557370348.1547143351

Social and Emotional Well-Being

- <https://nmhealth.org/about/phd/pchb/osah/>
- <https://www.schoolclimate.org/services/measuring-school-climate-csci>
- <https://safesupportivelearning.ed.gov/school-climate-improvement>

- <http://youthrisk.org/>
- <https://www.nimh.nih.gov/index.shtml>
- <https://www.samhsa.gov/>
- <https://www.mhanational.org/>
- <https://swrtc.nmsu.edu/educators/>
- <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/section-504-resources/>
- <https://www.cdc.gov/hiv/default.html>
- <https://aidsinfo.nih.gov/understanding-hiv-aids/fact-sheets>
- <https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>
- <https://schoolguide.casel.org/>
- <https://api.healthiergeneration.org/resource/333>

Staff Wellness

- <https://www.dol.gov/general/topic/disability/ada>
- <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/school-based-employee-wellness.aspx?>
- <https://www.healthiergeneration.org/take-action/schools/wellness-topics/employee-wellness>
- <https://www.nationalwellness.org>
- <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>
- <https://cspinet.org/sites/default/files/attachment/Final%20Healthy%20Meeting%20Toolkit.pdf>

Wellness Policy Formation and Tools

- <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/wellness-policy/>
- <https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees>
- <https://www.actionforhealthykids.org/revise-district-policy/>
- <http://youthrisk.org/>
- <https://api.healthiergeneration.org/resource/611>
- <https://api.healthiergeneration.org/resource/247>
- <https://api.healthiergeneration.org/resource/660>
- <https://www.healthiergeneration.org/app/resources/2>
- <http://www.wellsat.org/>