

Iberia Parish School System Wellness Policy

Revised: December 2019

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Preamble

Iberia Parish School System (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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice 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 receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for 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, staff and schools in the District. Specific measureable goals and outcomes are identified within Appendix section below.

School Health Advisory Council

Committee Role and Membership

The District will convene a representative health advisory council (hereto referred to as the SHAC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is Drusilla B. Hebert, RD, LDN/Nutrition Coordinator @ drhebert@iberia.k12.la.us

Name	Title / Relationship to the School or District	Email address	Role on Committee
Drusilla B. Hebert, RD	Nutrition Coordinator	drhebert@iberiaschools.org	Chairman
Darlene French	Comprehensive Learning Support System Specialist	dafrench@iberiaschools.org	Assists in the evaluation of the wellness policy implementation
Dr. Sarah Rito	Physician with Iberia Comprehensive Clinic	srito@icchc.org	Assists in the evaluation of the wellness policy implementation
Carla Darcey	Physical Education Teacher: N. Lewis Elem.	cadarcey@iberiaschools.org	Assists in the evaluation of the wellness policy implementation

Natalie Granger	FACS Teacher: Delcambre High	nagranger@iberiaschools.org	Assists in the evaluation of the wellness policy implementation
Danette Bird	Parent	danettebird@bellsouth.net	Assists in the evaluation of the wellness policy implementation
Sam Atkinson	Wellness Coordinator @ United Healthcare	samuel_w_atkinson@uhc.com	Assists in the evaluation of the wellness policy implementation as it relates to staff
Catherine Herring, MS, RD, LDN	Child Nutrition Program Supervisor	caherring@iberiaschools.org	Assists in the evaluation of the wellness policy implementation

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

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

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives 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 schools use Action for Healthy Kids School Health Index to complete a school-level assessment, create an action plan that fosters implementation and generate an annual progress report.

The SHAC may also use other data collection and assessment tools that include, but not limited to:

- School statistical reports
- Observations/interviews w/ school personnel
- Surveys for targeted groups/populations

This wellness policy and the progress reports can be found at: iberia.k12.la.us

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Child Nutrition Office and/or on iberia.k12.la.us. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SHAC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District official leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy 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;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model 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 Drusilla B. Hebert, RD, and LDN/Nutrition Coordinator @ drhebert@iberia.k12.la.us.

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 School Health Index 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 DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting 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 the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Select schools participate in the Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), and Supper programs. The District also operates additional nutrition-related programs and activities including school gardens, Mobile Breakfast Carts and Grab-n-Go Breakfasts. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).(16)

Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques (17):

- Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
- 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.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., grab-n-go, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Attractive, healthy food posters are displayed in dining and service areas.
- Menus will be posted on the District website or individual school websites, and may include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

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\(18\)](#). 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* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety 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. The foods and beverages **sold** and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks⁽¹⁹⁾ in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts. **Acc. to LA standards (20)**, fresh pastries may not be sold, outside of the school meal programs, during the defined day, unless they meet the USDA standards.

Celebrations and Rewards:

1. Celebrations and parties. The district will strongly encourage healthy party ideas to parents and teachers by providing a list of options, including non-food celebration ideas. Other healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#). See Appendix B.
2. The District will strongly encourage parents to utilize a list of foods and beverages that meet Smart Snacks nutrition standards as a source for classroom snacks. See Appendix C
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children and encourage those options. Candy used as a

reward will be discouraged. Smart Snacks approved items and non-food rewards will be strongly encouraged. See Appendix D.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)]. See Appendix E.

The HHFKA provides flexibility for special exemptions for the purpose of conducting infrequent school-sponsored fundraisers during which foods that do not meet the nutrition standards for Smart Snacks may be sold. Our State Agency has elected to establish a policy that no “school campus” fundraiser exemption may be granted.

- ***Schools will encourage those fundraisers promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).***
- ***Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.***
- ***Per Louisiana standard: Fundraisers intended for sale off campus are exempt.***

Nutrition Promotion

See Appendix F for goal(s) and action plan.

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, 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 by:

- **Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and**
- **Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.**

Nutrition Education

See Appendix G for goal(s) and action plan.

The District will teach, model, encourage and support healthy eating by all 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;
- Includes 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;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- Students will receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors as addressed in the Louisiana Department of Education Comprehensive Curriculum.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of **12** of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [My Plate](#)
- Reading and using FDA's nutrition fact 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
- Food safety
- Importance of water consumption
- Importance of eating breakfast

- 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
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy 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's 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.

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 statements 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.¹⁵ This term includes, but is not limited to the following: **According to USDA Final Rule, July 2016(21):**

- 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 are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is 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.

- 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.

III. 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 of 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). All schools in the district will be encouraged to participate in *standards based activity programs such as Fuel Up 60, Let's Move, etc.*) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) being withheld as punishment for any reason will be strongly discouraged. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students. See Appendix H

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

See Appendix I for goal(s) and action plan.

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. 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.

The LA Dept. of Education in Bulletin 741(22), LA Handbook for School Administrators (23), sets the hours required in health and physical education.

- For grades 1-6, 150 min. of instruction per week are required in health, music, arts and crafts.
- For grades 7 & 8, 250 min. of instruction per week in health, music, arts and crafts.
- For grades 9-12, to graduate high school, public school students must earn ½ unit in health education. Minimum 3,863 min. health instruction.
- Maximum class size for HPE K-8 and in Phys. Ed. I & II shall be 40
- For Health Education @ High School level, max. no. is 33

Physical education will be standards based \using state-developed standards. Students will be able to demonstrate competency through application of skills.

- The school will conduct annual Fitness Gram assessments and send confidential reports directly to parents, along w/ additional resources.
- This includes instruction in the fundamental motor skills, dance and rhythms, sport skills, recreational activities, individual and team sports, and health related fitness.
- In addition, novel and innovative games and activities are appropriate and provide other ways for learners to be successful in physical activity.
- Learning can also be facilitated through the use of a variety of technology, materials and equipment. They should be developmentally appropriate, safe, varied and plentiful. Technology also allows students and teachers to keep records, graph progress, create simulation and compare performances to national standards.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitness Gram or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).
- All physical education teachers in [District] will be required to participate at least once a year in a professional development in education
- All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education.
- Waivers, exemptions, or substitutions for physical education classes are not granted. Substitutions are made for medical excuses.
- PE classes are appropriately modified or adapted to promote the participation of all students.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 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
- 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.

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*). If recess is 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 in to the recess transition period/timeframe 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.

Pavilions are utilized where feasible.

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 times 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 alongside 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 through physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports.]

Active Transport

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

- Designate safe or preferred routes to school
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

IV. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

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 DWC/SWC.

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

As described in the "Community Involvement, Outreach, and Communications" subsection, 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.

Staff Wellness and Health Promotion

The SHAC supports a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources (health club discounts, Life Screening) and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Drusilla B. Hebert, RD.(District Nutrition Coordinator).

Schools in the District will support strategies to aid staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include walking clubs, group exercise classes, and newsletters. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help 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.

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Wellness Policy Template Model: Alliance for a Healthier Generation
https://www.healthiergeneration.org/_.../14-6372_ModelWellnessPolicy

Appenix A: SCHOOL HEALTH COORDINATORS

ACE: Adrienne Landry

ANDERSON MIDDLE: Nedra Brown Francis

BELLE PLACE MIDDLE: Ashley Broussard

CANEVIEW ELEM: Kim Hebert

CENTER ST ELEM: Michelle Cramer

COTEAU ELEM: Katherine Hernandez

DASPIT ELEM: Melinda Dugas

DELCAMBRE ELEM: Jodi Romero

DELCAMBRE HIGH: Natalie Granger

DODSON ELEM: Lyndi Landry

IBERIA MIDDLE: Jason Broussard

JEANERETTE ELEM: Tina Benoit

JEANERETTE HIGH: Linda Freeman

JEFFERSON ISLAND: Regan Gauthier

JOHNS HOPKINS ELEM: Lisa Sedlitsky

LOREAUVILLE ELEM: Patrick Vital

LOREAUVILLE HIGH: Brooksie Hebert

MAGNOLIA ELEM: Cammie Maturin

NISH:

N. LEWIS ELEM: Carla Darcey

NORTH ST. ELEM:

PARK ELEM: Carrie Landry

PESSON ELEM: Devin Olivier

ST. CHARLES ELEM: Erik Buffin

SUGARLAND ELEM: John Leicht

WESTGATE HIGH: Hannah Rideaux

Appendix B: Healthy Snack Ideas

Snacks are important to provide nutrients for growing children. School can play a major role in helping students become fit, healthy and ready to learn. One way to accomplish this is for foods offered in schools to support lessons learned in the classroom regarding nutrition and physical activity. Positive examples of making healthy eating choices and encouraging physical activity should be visible throughout the school. Parties as well as cafeterias, school stores, vending machines and after-school events offer opportunities for schools to reinforce the message that making healthy food choices and being physically active means a healthier body and a sharper mind.

Snack Ideas for School and Classroom Parties

Foods offered for school parties should add to the fun, not be the main focus. Schools responsible for helping students learn lessons about good nutrition and healthy lifestyles should practice these lessons during school parties. Consider this list of healthy snack choices for classroom events.

Fresh fruit and vegetables (cut up for easy eating)

Baby carrots and other veggies w/ low fat dip

Yogurt

Trail mix

Fig cookies

Animal crackers, vanilla wafers, graham crackers

Baked chips, baked Cheetos, baked Doritos

Pretzels

Low fat popcorn

Granola bars

Bagels w/ low fat cream cheese

Soft pretzels and mustard

Pizza (no extra cheese and 1 meat only)

Pudding

Frozen fruit bars

String cheese

Cereal Bar

Whole-grain cereal

Nabisco 100 calories packs

Individual fruit cups

Rice cakes incl. flavored

Lean turkey sandwiches

Whole grain crackers

Single-serve low fat or fat free milk

Bottled water (incl. unsweetened flavored water)

100% fruit juice (single serve)

Appendix C: Non-Food Rewards

At school, home and throughout the community, kids are offered food as a reward for “good” behavior. Often these foods have little or no nutritional value but are easy, inexpensive and can bring about short-term behavior change. Using food as a reward undermines nutrition education, encourages overconsumption of extra calories, and teaches children to eat when they are not hungry (seeking food as a source of comfort).

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
- It encourages over-consumption of foods high in added sugar and fat.
- It teaches kids to eat when they’re not hungry as a reward to themselves.
- Kids learn preferences for foods made available to them, incl. those that are unhealthy.
- Poor food choices and inadequate physical activity contribute to obesity in children.

Students Learn What They Live

Kids naturally enjoy eating healthy and being physically active. Schools and communities need to provide them w/ an environment that supports healthy behaviors. Below are some alternatives for students to enjoy instead of being offered food as a reward at school.

Zero Cost Alternatives:

Sit by friends
Read outdoors
Have an extra art time
Have an extra recess
Read to a younger class
Make deliveries to office
Play a favorite game or puzzle
Walk w/ a teacher during lunch
Invite a “lunch buddy” to eat with
Listen w/ headset to book/audiotape
Have a teacher read a special book to class
Give a 5-minute chat break at end of day

Watch a video
Teach the class
Enjoy class outdoors
Play a computer game
Get a “No Homework” Pass
Listen to music while working
Earn play money for privileges
Eat lunch outdoors w/ the class
Be a helper in another classroom
Get “free choice” time at end of day

Low Cost Alternatives:

Select a paperback book
Take a trip to treasure box (non-food)
Receive a video store or movie coupon
Receive a “mystery pack” (notepad, folder, sports cards, etc.)

Enter a drawing for donated prizes
Get stickers, pencils, other supplies
Get a set of flash cards (from comp)

Appendix D: Healthy Fundraisers

Raising money may present a constant challenge for schools. School fundraisers may help pay for computers, field trips, athletics, music, art, and other programs that educate and enrich young lives. More than just raising money to pay for valuable programs, a well-run fundraiser can also be an experience that educates, builds self-esteem, provides community service, and promotes school and community spirit.

Fundraising doesn't have to involve selling food items of limited nutritional value, such as candy. The following fundraising ideas offer alternatives to selling candy. When healthy food choices are used as fundraising times, the healthy eating message presented in the schools is reinforced. Some of the ideas even have the added benefit of providing additional physical activity opportunities for students.

Schools could sell a variety of non-food items such as:

Gift wrap
Magazine subscriptions
Garden seeds
Candles
Discount coupon books
Raffles of gift baskets
Plants and Flowers
School Spirit Items
Cookbooks

Other Ideas:

Car Washes
Walk-a-Thons
Family game nights or skate nights
Hire a student for a day – for odd jobs, babysitting services, etc.
3-on-3 basketball or soccer tournaments
Silent auction
Talent Show
Monday night football “Dads Night Out”
Moms night out – restaurant discounts
School Movie Night (free movies can be rented at library)
Raffle of Dinner prepared by school faculty
Fashion Show
Dinner and a movie
Dinner Theatre (students perform play)
Parent “principal of the day”
Sell VIP parking spaces

Appendix E: Nutrition Promotion Goal (s) and Action Plan

School Year: 2016-17	Schools:			
GOAL: To create an environment where healthy food choices are encouraged and wellness is promoted.				
Objectives:	Target Audience:	Strategies:	Outcome/Indicators:	Actual Results:
Increase opportunities for students, staff and parents to engage in activities and that promote wellness and health	Students Parents Staff Community	Plan and execute an Action for Healthy Kids Event in at least 3 schools that promotes healthy food choices.	Target audiences will increase their exposure to marketing of good nutrition and importance of breakfast. (Record no. of attendees, note comments, pics)	Done May 2017
		Include healthy eating posters/bulletin boards that promote good nutrition in eating areas.	Target audiences will be exposed to more information re: importance of good nutrition to maintain healthy lifestyle. (No. of schools w/ posters or BB in area for students, others to view.)	Done May 2018
Create café environment where students make better nutrition choices.	Students Staff Parents	CN Supervisor and Nutr. Coordinator will attend "Smarter Lunchroom" training. Initiate Smarter Lunchroom Techniques in all cafeterias.	By end of school year 2016-17, 50% of cafes will incorporate at least 6 techniques.	Done May 2017

Nutrition Promotion cont'd. School Years: 2018-2021				
Goal: District will include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, school gardens.				
To plan and conduct an activity during School Lunch Week or School Breakfast Week or Other Special Week Promotion	Students Staff	Promotion during designated week will include either taste testing, prizes, public service announcement, and/or visuals.	Special Week Promotion successful	Pending
To increase compliance with competitive foods within the vending and fundraising venues.	Students Staff	Will conduct site visits and receive updates from managers and share results with school administration.	All schools will be 100% compliant by 2019-2021 school year.	Pending

Appendix F: Nutrition Education Goal (s) and Action Plan

School Year: 2016-17	Schools:			
GOAL 1: Increase access to sound nutrition information and healthy lifestyle choices.				
Objectives:	Target Audience:	Strategies:	Outcome/Indicators:	Actual Results:
Increase avenues for distributing nutrition information encouraging healthy food choices and increasing knowledge of basic nutrition concepts.	Students Parents Staff Community	<p>Create a seasonal newsletter (Fall, Winter, Spring, Summer) utilizing reputable nutrition references: AND, AFHK, TEAM NUTRITION, ETC. via parish website.</p> <p>Have staff RD's available for support of teachers in disseminating nutrition information.</p>	<p>More students, parents, staff and community members will be better informed on nutrition topics, incl. healthy food choices. (No. of persons w/ access to new info)</p> <p>More teachers will use healthy messages in activities, lessons and modeling behaviors for students. (No. of teachers who reach out for nutrition info/assistance)</p>	<p>Done May, 2017</p> <p>Consider End of Year newsletter</p>

Nutrition Education Cont'd. School Years: 2018 -2021	Students, Staff, Parents			
Goal: Students in grades 9 – 12 receive nutrition education that is interactive and teaches skills they need to adopt healthy eating behaviors.				
To target a high school population and educate them on reading/using new FDA's food label or other nutrition information pertinent to target group.	High school students from district's 5 high schools	Devise a lesson plan on FDA food label reading/use in daily meal planning OR other topic.	Will meet goal of 5 high school target groups per year beginning Sep. 2019.	Results pending

Appendix G: Alternative Ways to Discipline

The benefits of recess include improved attention, reduced fidgeting, mental and physical break from the school day and allows students to be active and release energy. Withholding recess for whatever reason should be discouraged. The following are alternatives to this practice:

- 1. The child gets a strike for each time he/she misbehaves. Have a different consequence for each strike (i.e. strike 1: warning, strike 2: parent receives call from the teacher, strike 3: child is sent to principal's office).**
- 2. Student must clean up the mess he/she made (pick up toys in the classroom, put away books in the library, or pick up trash outside while others play during recess).**
- 3. Student must write a letter of apology explaining what he/she did wrong.**
- 4. Student must write an essay on what he/she did wrong and how to behave better next time (good for reflection and self-evaluation).**
- 5. Student is given extra homework.**
- 6. Have the student and teacher call home together to report misbehavior to family.**
- 7. Send a note about misbehavior home, have it signed by parent and return it the next school day (try to involve parents w/ improving student's behavior).**
- 8. Do community service.**
- 9. Have the student miss a class trip or school event if he/she cannot behave properly.**

Reference: <https://cspinet.org/resource/alternative-school-discipline-options-withholding-recess>

Appendix H: Physical Education Goal (s) and Action Plan

School Year: 2016-17	Schools:			
Goal: To create a school environment that promotes participation in lifelong physical activities while reaching an enhanced level of physical fitness.				
Objectives:	Target Audiences:	Strategies:	Outcomes/Indicators:	Actual Results:
Provide students with a standard based program that enhances physical fitness.	Students	Utilize P.E. class time to encourage students to meet individual fitness goals.	80% of students will meet standard based fitness levels. (Elementary grades 1-6 will meet Fitness Gram minimum health standards in all tested areas by end of school year 2017-18). (80% of Middle/High School students will increase cardio-respiratory endurance by continuously walking/jogging one mile in 15 min. as measured by performance data or journal by end of school year 2017-18).	Pending DC'd Due To Lack of Data

Physical Education cont'd. School Years: 2018-2021				
Goal: Opportunities for physical activity will be encouraged inside and outside of the classroom for students and staff.				
Objectives:	Target Audience:	Strategies:	Outcomes/Indicators	Actual Results:
Committee will use various media to educate students and staff on increasing physical activity	All grade levels and staff	Create visuals such as flyers, newsletters, etc. and disperse to target population.	Communication to students and staff will go out 4 times per year, inclusive of summer.	Results pending