

District Wellness Policy

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I. Preamble

Louisiana's Special School District (SSD) commits to the optimal development of every student. The SSD 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.

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

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

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 SSD's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors, while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SSD 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 SSD in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The SSD 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 SSD. Specific measurable goals and outcomes are identified within each section below.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

- *The SSD will coordinate the wellness policy with other aspects of school management, including individual school improvement plans, when appropriate.*

II. School Wellness Committee

Committee Role and Membership

The SSD will convene a representative School Health Advisory Council (hereto referred to as the SHAC) that meets at least ten times per year to establish goals for and oversee school related health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy (heretofore referred as “wellness policy”).

The SHAC membership will represent the ten components of the WSCC model (Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological, & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, Community Involvement) all school levels (elementary and secondary schools) and include safety along with the residential program. To the extent possible, the SHAC will include representatives of each component as well as from each school building and reflect the diversity of the community.

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 Director of the Center for Innovation and Low Incidence Support.

Each school will establish an ongoing School Wellness Team (SWT) that convenes to review school-level issues, in coordination with the SHAC. The School Wellness Team Leader (or designee) of each school will serve as school wellness policy coordinator, who will ensure compliance with the policy.

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

Implementation Plan

The SSD 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. The SHAC will assure completion of a school-level assessment based on the [Centers for Disease Control and Prevention's School Health Index](#), formulation of an action plan that fosters implementation and generation of an annual progress report.

This wellness policy and the progress reports can be found at: www.ssdofla.com

Recordkeeping

Records to document compliance with the requirements of the wellness policy will be retained at the district's central office and/or on the SSD's central computer network. 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 Wellness Policy; including an indication of who is involved in the update and methods The SSD 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 wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Wellness Policy has been made available to the public.

Annual Notification of Policy

The SSD 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 SSD will make this information available via the SSD and/or school websites and/or school-wide communications. The SSD will provide information about the school nutrition environment. This will include a summary of the schools' events or activities related to wellness policy implementation. Annually, the SSD will also publicize the name and contact information of SSD/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness teams.

Triennial Progress Assessments

At least once every three years, the SSD will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the SSD's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Director of the Center for Innovation and Low Incidence Support.

The SHAC, in collaboration with the School Wellness Team at individual schools, will monitor schools' compliance with this wellness policy.

The SSD and/or the schools will actively notify families and public 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 or school 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 SSD is committed to being responsive to community input, which begins with awareness of the wellness policy. The SSD will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a

variety of appropriate means. The SSD 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 how to apply, and a description of and compliance with [Smart Snacks in School](#) nutrition standards. The SSD will use electronic mechanisms, such as email or displaying notices on the SSD and/or school websites, 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 SSD will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that important school information is communicated with parents.

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

IV. Nutrition

School Meals

The SSD 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.

The SSD participates in USDA child nutrition programs, including the [National School Lunch Program \(NSLP\) and the School Breakfast Program \(SBP\)](#). The SSD also operates additional nutrition-related programs and activities. The SSD is 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 SSD offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices following the [Smarter Lunchroom techniques](#).
- Menus will be posted on the SSD and/or school websites.
- 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 SSD child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch should 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](#). 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 the school campus* ("school campus" and "school day" are defined in the glossary). The SSD will make drinking water available where school meals are served during mealtimes.

- Water cups will be available in the cafeteria if a drinking fountain is not present.
- Students will be allowed to bring and carry with them (approved) water containers filled with only water and ice throughout the day.

Competitive Foods and Beverages

The SSD is committed to ensuring that all foods and beverages available to students on the school campus during the school days support healthy eating. Foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available [here](#). A local resource can be found at [here](#).

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.

Celebrations and Rewards

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. *Celebrations and parties.* THE SSD will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [USDA](#).
2. *Classroom snacks brought by parents.* THE SSD will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. *Rewards and incentives.* THE SSD will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages shall not be withheld as punishment for any reason, such as for performance or behavior. They may be offered in limited instances but must be in compliance with USDA Smart Snacks in School nutrition standards.
4. *Special events.* The SSD registered dietician may approve exceptions in accordance with USDA guidelines governing school programs.

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 SSD will make available to parents and teachers a list of healthy fundraising [ideas](#).

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

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

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#) or local [resources](#); and
- Ensuring foods and beverages promoted to students meet the USDA Smart Snacks in School or Pennington Biomedical Research Center nutrition standards.

Nutrition Education

The SSD 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; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

As part of the health education curriculum, the SSD will include 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 [MyPlate](#)
- 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 SSD 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 SSD 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 school campus that contains messages inconsistent with the health information the SSD is imparting through nutrition education and health promotion efforts. It is the intent of the SSD 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 SSD'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 are defined as advertising and other promotions in schools. Food and beverage marketing often include 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:

- 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 compliant with the marketing guidelines);

¹⁵ ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

- 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 SSD;
- Advertisements in school publications or school mailings; and,
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

The wellness policy should be considered when the SSD reviews existing contracts and/or considers new contracts, equipment and product purchasing (and replacement). Decisions should reflect the applicable marketing guidelines established by the SSD wellness policy.

V. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all 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 SSD is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) should not be withheld as punishment, unless deemed necessary by a behavioral health provider. The SSD will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

The SSD will conduct necessary inspections and repairs.

Physical Education

The SSD will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health

education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

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

All the SSD students will meet or exceed the minimal state requirements for physical education.

The SSD physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) 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.

All physical education teachers will be required to participate in at least a once a year professional development in education.

All physical education classes 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. If a waiver is requested, the SSD will collaborate with the student’s healthcare provider to determine how the student can be physically active.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the SSD will require middle and high school students to meet the state minimum requirement for health education. The SSD will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity;
- How physical activity can contribute to a healthy weight;
- How physical activity can contribute to the academic learning process;
- How an inactive lifestyle contributes to chronic disease;
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition;
- Differences between physical activity, exercise and fitness;
- Phases of an exercise session, that is, warm up, workout and cool down;

- Overcoming barriers to physical activity;
- Decreasing sedentary activities, such as TV watching;
- 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; and,
- Instruction in sex education.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess daily during the school year. This policy may be waived on early dismissal or late arrival days. Ideally 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 into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when inclement weather, during storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school must conduct indoor recess, the teachers and staff will make every effort to keep the students engaged in moderate to vigorous physical activity. Alternative locations should be sought to enable the students' physical activity. The students' activities will be monitored as with outdoor recess.

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 SSD recognizes that students are more attentive and readier to learn if provided with periodic breaks when they can be physically active, including 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 SSD recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The SSD will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into all instructional areas, including “core” subjects, when possible and do their part to limit sedentary behavior during the school day.

The SSD 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 Extracurricular Activities

The SSD offers opportunities for students to participate in physical activity before and/or after the school day through a variety of methods. The SSD will encourage students to be physically active before and after school.

VI. Behavioral, Social, Emotional

Counseling, Psychological and Social Services

The SSD recognizes that the prevention and intervention services provided to students and families support the mental, behavioral, and social-emotional health of students and promote success in the learning process. Counseling, psychological, and social services delivered will be pursuant to local, state, and/or federal laws and regulations.

A comprehensive multi-tiered system of learning supports promotes the necessary conditions for learning which includes a safe, caring, participatory, and responsive school climate. Additional components include the development of academic, physical, and social/emotional competencies in order to address barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health concerns.

The social and emotional growth and development of all students will be supported through the SHAC, School Wellness Team, as well as community partners. The SSD will provide certified staff (such as school counselors, school psychologists, or school social workers) to deliver the needed services and promote the availability of resources to all students and families.

These professionals will provide services that include psychological and psychosocial assessments as well as direct and indirect interventions to address psychological, academic and social barriers to learning (i.e. individual or group counseling and consultation referrals to school and community support services) as needed.

Social and Emotional Climate

The SSD recognizes, identifies, promotes, and supports social and emotional development by designing systems and creating opportunities for students to develop social and emotional competencies that lead to healthy relationships and a safe, supportive, and respectful environment that is conducive to learning for all.

The SSD will promote a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying. This includes on school campus and at school functions.

Systems to identify and support the positive social and emotional development of all school communities will be developed, implemented, maintained, and

supported. All students will receive in a timely manner the best available evidence-based research grounded interventions with sensitivity to the stage of emotional development, while maintaining a positive regard for students and families. Such practices may include positive conflict-resolution and restorative practices, striving to reduce suspensions and other punitive consequences.

Professional development to teachers and staff on evidence-based interventions will be provided.

The SHAC, with input from the School Wellness Teams (SWT) will create the framework to deliver the aforementioned policies, programs, and procedures.

VII. Student Health

The Student Health Center (SHC) is staffed by licensed nurses 24 hours a day while school is in session and for special weekend events. The goal of the SHC is to provide the following services to THE SSD students:

- To provide a healthy and safe school environment that facilitates learning;
- To competently carry out therapeutic measures as ordered by licensed healthcare providers including SHC standing orders;
- To treat minor illnesses in compliance with the SHC policies and procedures within the scope of the practice of nursing;
- To make appropriate medical referrals when necessary;
- To provide a system for managing crisis medical situations and emergencies;
- To provide mandated school screenings;
- To provide comprehensive and appropriate health education;
- To develop and maintain Health Care Plans for students based on their individual needs; and
- To function as a liaison between our students, families, staff, and administrators.

VIII. Other Activities that Promote Student Wellness

The SSD will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The SSD 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 are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by curriculum experts.

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

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 SSD will develop and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy 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 SSD will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity. 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 SSD will use electronic mechanisms (e.g., email or displaying website notices), 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 will also focus on staff wellness issues, identify and disseminate wellness resources and perform other functions that support staff wellness in coordination with human resources staff.

The SSD will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The SSD 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 SSD 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 staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing reform or academic improvement plans/efforts.

IX. Glossary:

Approved Water Bottle - bottle must be clear, have a screw cap, and not be glass; bottles with school logos are permissible; bottles may not be shared amongst students

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 – includes 30 minutes before and after the end of the instructional day.

Triennial – recurring every three years.

XI. Appendix A: District School Health Advisory Council

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