Louisiana State University
Laboratory School
Wellness Plan
Louisiana State University Laboratory School
Wellness Policy


Preamble

Whereas, children need access to education and encouragement to eat healthful foods as well as opportunities to be physically active in order to grow, learn, and thrive to their full potential;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the likely culprits;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, more high school students should participate in sufficient vigorous physical activity and attend daily physical education classes;

Whereas, very few children (2 to 19 years) eat and/or are provided a healthy diet consistent with the recommendations from MyPyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, Louisiana State University Laboratory School is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by offering healthy eating options and opportunities for daily physical activity.
Louisiana State University Laboratory School has appointed Dr. Wade Smith (or his designee) to facilitate the coordination and assessment of the implementation of the wellness policy.

Therefore, it is the policy of Louisiana State University Laboratory School that:

• All students in grades K-12 will have opportunities and encouragement to be physically active on a regular basis.
• When serving food on campus to K-12 students, a healthy option will be provided.
• A qualified child nutrition cafeteria supervisor will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will also provide a clean, safe, and pleasant dining.
• We will continue to be a smoke-free facility.
• We will provide nutritional and physical education which allows for the establishment of lifelong habits of healthy eating and physical activity.

Federal and State Requirements

Louisiana State University Laboratory School will:

• Encourage school staff and families to participate in school meal programs.
• Operate all Child Nutrition Programs with school foodservice staff who are qualified according to current professional standards (Policies of Operation, Bulletin 1196).
• Establish food safety as a key component of all school food operations and ensure that the food service permit is current for the Food Service school site.
• Follow State Board of Education policies on competitive foods and extra food sales (refer to Bulletin 1196).
• Establish guidelines for all foods available on the school campus during the school day with the objective of promoting health and reducing obesity. (see “Other School Policies.”)
Lab School Policies

Louisiana State University Laboratory School will:

• Provide a minimum of 20 minutes for lunch for students in grades K-12.
• Use appropriate ingredients and provide portion sizes consistent with the current USDA age/grade standards.
• Use healthy food preparation techniques.
• Provide nonfat, reduced fat, low-fat food options.
• Provide a cafeteria environment conducive to a positive dining experience, with supervision of eating areas by adults who model proper conduct and voice level.
• Enforce SBESE Bulletin 1196 which limits vending, concessions, or other such sale of food and beverage items until after the lunch period for elementary school children and until the last 10 minutes of each lunch period for middle and high school students.
• Encourage nutritious and appealing options (such as fruits, vegetables, nuts, beef jerky, reduced-fat milk, reduced fat-yogurt, reduced-fat cheese, 100% juice and water) whenever foods/beverages are sold or otherwise offered.

Food Marketing

• School-based marketing is consistent with nutrition education and health promotion.

• Marketing strategies which encourage healthy choices such as pricing structures that promote the sale of healthy options.

• The goal of improving nutritional intake can also be accomplished by applying basic marketing strategies to sales of healthful options. The Lab School will consider the four P’s when establishing guidelines for foods and beverages served or sold during the school day:

  ➢ **Product**: Vendors and companies have increasing numbers of products available—many with a more healthful profile than traditional snack foods and beverages.

  ➢ **Placement**: The sale of more nutrient-rich foods and beverages can be increased by placing them in “prime” locations—like at students’ eye level in a vending machine.

  ➢ **Price**: Another way to increase the sale of healthful items is to offer them at a lower cost. For example, water can be sold for $.25 to .50 less than other drinks.

  ➢ **Promotion**: There are many creative ways to promote healthy options—like offering samples of new healthful products or giving discount coupons during the introductory period.
**Nutrition Education**

The Centers for Disease Control (CDC) advocates the need for school-based nutrition education. Because a high percent of all children and adolescents are enrolled in school, the classroom environment is ideally suited to give students the skills and support needed to adopt healthful eating behaviors for life. Students have opportunities to practice healthful eating behaviors at school through the collaboration among school food service staff, teachers, the community, families and institutional services.

There are two broad approaches to school-based nutrition education – traditional classroom lessons that address general knowledge, attitude, and behavior – and behavioral change programs based on social learning theory. Nutrition education can be integrated into content area instruction across the curriculum including science, mathematics, English/language arts, and social studies. The alignment of nutrition lessons with state standards and benchmarks provides for easy integration of the information into routine instructional planning. Integration of nutrition information into teaching content areas uses the resources of the classroom, the school, and the community. Nutrition education is also part of health education, which enables students to acquire knowledge and skills needed to practice good health. Additionally, the cafeteria is used as part of the total educational system for modeling behavior.

Louisiana State University Laboratory School will:

- Promote and implement nutrition education through integrated classroom instruction that provides the opportunity for the establishment of lifelong healthy eating practices.
- Use lessons that contain age-appropriate, behaviorally focused content that is culturally relevant.
- Use lessons that are sequential and are correlated with state standards, and benchmarks.
- Provide opportunities for students to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber.
- Focus on positive aspects of healthy eating behaviors.
- Promote social learning techniques such as role modeling, providing incentives, developing social resistance skills, overcoming barriers to behavioral changes, and goal setting.
Physical Education

Both regular physical activity and nutrition mutually contribute to healthy citizens and reduce the incidence of diabetes, cardiovascular diseases, depression, obesity, and other chronic health problems. Federal Dietary Guidelines for Americans recommend that children and teenagers be physically active for an accumulation of at least 60 minutes daily or the equivalent time on a weekly block schedule. Since children spend the majority of their time at school during weekdays, our school provides students with the means to participate in physical activity.

When examining our Physical Education program, we ask the question, “Does the physical education program help every student attain the knowledge, skills, and attitudes needed for them to have the opportunity to lead an active, productive life and maintain a health-enhancing level of physical fitness?” Quality physical education programs include the following components:

1. Emphasize knowledge and skills that promote a lifetime of physical activity.
2. Based on standards that define what students should know and be able to do.
3. Keeps students active for most of the class time.
4. Provides different physical activity choices.
5. Meets needs of all students.
6. Features cooperative, as well as competitive, games.
7. Develops students’ self-confidence.
8. Assesses students on their progress in reaching personal goals parallel to physical education state standards.
9. Teaches self-management skills, such as goal-setting and self-monitoring.
10. Actively teaches cooperation, fair play, and responsible participation in physical activity and is an enjoyable experience for students.
11. At the high school level, focuses on providing opportunities for adolescents transition to transition to a physically active adult lifestyle.

In Louisiana, Act 814 passed in 2003 to require that public schools for grades K-6 provide 30 minutes each day of quality physical activity. Act 734, passed in 2004, revised Act 814 wording to require 30 minutes (or the equivalent) each school day of quality, moderate to vigorous physical activity for students. Implementation of Act 734 requirements began with the 2004-5 school year.
Louisiana State University Laboratory School will:

- Promote and implement quality physical education programs that emphasize and promote participation in lifelong physical activities and reaching a health enhancing level of physical fitness among all students.
- Provide students in grades K-8 with a minimum of 150 minutes per week, or the equivalent time on a weekly schedule, of health and physical education.
- Ensure that students in grades K-5 participate in planned, organized, moderate to vigorous physical activity for a minimum of 30 minutes each school day, or the equivalent time on a weekly schedule.
- Provide qualified, certified physical education teachers as instructors in physical education classes.
- Provide opportunities for ongoing professional development for physical education instructors.
- Ensure that adequate safety policies and provisions are in place for physical education programs.
- Provide adequate, age-appropriate equipment and facilities for implementing quality physical education programs.
- Provide high school students a variety of physical fitness activities in the 270 hours of physical education required for graduation.
- Use a recognized instrument or program (such as Fitnessgram®), to evaluate students’ physical fitness.

**Physical Activity Opportunities**

In order to improve health and fitness of our students and to promote the prevention of childhood obesity, we emphasize the importance of physical activity for students. The following recommendations are made in the best interest of students recognizing that schools, parents and communities need to be creative in finding additional opportunities and resources for physical activity outside physical education classes.

Louisiana State University Laboratory School will provide opportunities for physical activity by:

- Recognizing that daily physical activity is essential to student welfare and academic performance.
- Encouraging physical activity during recess for elementary students and the integration of physical education in the curriculum
- Providing daily recess time for k-5th grade students.
- Encouraging parents and guardians to support students’ participation in physical activities, to be physically active role models, and to include physical activities in family plans.
- Encouraging school staff to participate in physical activities to serve as role models.
- Supporting community-based physical activity programs.

*Louisiana Association for Health, Physical Education, Recreation and Dance (LAHPERD) is used as a resource*