

Southern University Laboratory School



Wellness Policy

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Notice of Non-Discrimination

Title IX is a federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Title IX prohibits use of federal money to support sex discrimination in education programs and provides individuals protection against such practices.

In compliance with federal law and USDOE federal guidance, including provisions of Title VII of the Civil Rights Act of 1964 (Title VII), Title IX of the Education Amendments of 1972 (Title IX), Section 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, the Age Discrimination in Employment Act of 1967 (ADEA), Executive Order 11246, Executive Order 13988, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, and the Genetic Information Nondiscrimination Act of 2008, an institution of the Southern University System shall not discriminate against individuals on the basis of their race, sex, sexual orientation, gender identity, gender expression, religion, color, nation or ethnic origin, age, disability, military service, covered veteran's status, or genetic information in its administration of education policies, programs, or activities; admission policies; scholarship and loan programs; athletic or other institution-administered programs; or employment.

As part of their commitment to maintaining a community free of discrimination, and in compliance with Title IX's mandate, institutions of the Southern University System shall address allegations of power-based violence and sexual misconduct, including sexual harassment and sexual assault, in a timely and effective manner. Further, institutions of the Southern University System will provide resources as needed for affected persons (Reporters, Complainants, Respondents, and third parties within the institution's community) and will not tolerate retaliation against any person who reports or participates in the investigation of alleged power-based violence or sex/gender discrimination.

Title IX Coordinator

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In accordance with the requirement of Title II of the Americans with Disabilities Act of 1990 and its Amending Act of 2008 (collectively "ADA"), the Southern University System (System) will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities. The System does not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the U.S. Equal Employment Opportunity Commission under Title I of the ADA. The System will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in the System's programs, services, and activities, including qualified sign language interpreters, assistive listening devices, documents in Braille, and other ways of making communications accessible to people who have speech, hearing, or vision impairments. The System will make reasonable modifications to policies, procedures, and programs to ensure that people with disabilities have an equal opportunity to enjoy all of its programs, services, and activities. Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service, or activity of the System, should contact the ADA Coordinator. The ADA does not require the System to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden. Complaints that a program, service, or activity of the System is not accessible to persons with disabilities should be directed to the ADA Coordinator.

ADA Coordinator

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Inquiries regarding federal laws may be directed to:

Office for Civil Rights,
Dallas Office
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Office for Civil Rights
Renaissance Tower
1201 Elm St., Suite 1000
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Telephone: (214) 661-9600
Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

VISION STATEMENT

As a...

Learning community based on maximizing the potential of all members in a safe, effective, and supportive family environment

We will...

Utilize the combined knowledge, talents and abilities of instructors, students, parents, and university affiliates

In order to ...

Implement research-based innovative teaching strategies and techniques, clinical experiences, professional development and a dynamic curriculum geared to the learning styles and cultural legacy of our students

So that our students will...

Demonstrate excellence in academic achievement, social development, and emotional maturity necessary to succeed and flourish in today's society.

MISSION STATEMENT

Southern University Laboratory School is committed to:

- Providing a nationally-competitive college preparatory education to each of its students and
- Serving as a state-of-the-art laboratory for education innovation and the development of superior educators as a department within the Southern University and A&M College of Education.

On June 30, 2004, Congress passed Section 204 of Public law 108-265, of the Child Nutrition and WIC Reauthorization Act of 2004. This law requires each local education agency participating in a program, authorized by the Richard B. Russell National School Lunch Act (42 U.S. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.), to establish a local school wellness policy.

Southern University Laboratory School is committed to the optimal success of every student. We believe that for students to have the opportunity to achieve personal, academic, developmental and social success, SULS shall strive to ensure positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

It is our desire to ensure environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, SULS shall establish goals and procedures to ensure that:

- Students attending SULS shall have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school – 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 SULS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

- SULS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

Federal and State Requirements

Southern University Laboratory School will:

- Encourage school staff and families to participate in school meal programs.
- Operate all Child Nutrition Programs with school food service 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.

SULS SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

Southern University Laboratory School shall establish a *School Health Advisory Council* (SHAC) to advise the School Board on physical activity for students, physical and health education, nutrition, and overall student health. The council members shall be appointed by the Director of SULS and shall include parents of students and individuals representing the community, as well as school health and food service professionals. The *School Health Advisory Council* shall assist in implementation, periodic review, and updating of the *School Wellness* policy.

The Director or his/her designee shall be responsible for assuring compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee shall oversee compliance with those policies in his/her school and shall report on the school's compliance to the Superintendent or his/her designee.

School food service staff, at the school shall assess compliance with nutrition policies within school food service areas and report on this matter to the Director (or if done at the school level, to the school principal).

At least once every three (3) years, the SULS shall evaluate compliance with the *School Wellness* policy to assess the implementation of the policy and document the assessment for each school under its jurisdiction. The *School Wellness* policy shall be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

RECORDKEEPING

SULS shall retain records to document compliance with the requirements of the *School Wellness* policy in the front office. Documentation maintained in this location shall include, but not be limited to:

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

SULS Policies

Southern University Laboratory School will:

- Provide a minimum of 20 minutes for lunch for students in grades PreK-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 BESE 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, 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.

Competitive Foods and Beverages

SULS 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) shall meet the nutrition standards as outlined in 7 CFR 210.11. These standards 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.

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 shall meet or exceed the USDA nutrition standards. These standards shall 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.

Food and Beverage Marketing in Schools

It is the intent of SULS to protect and promote student health by restricting advertising and marketing in the schools to only those foods and beverages that are permitted to be sold on campus, consistent with this *School Wellness* policy and its implementation plan.

Other Food and Beverages Provided, but not Sold, on School Campuses

SULS has developed the following guidelines for foods and beverages which are provided, but not sold, during the school day:

1. **Celebrations and parties:** SULT will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. **Classroom snacks brought by parents:** SULT will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. **Rewards and incentives:** SULT will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Southern 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.

Southern 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 PreK-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 PreK-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.

Southern 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 Prek-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

SULS SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

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