

# Local Wellness Policy Progress Report

**School Name: West Hancock CSD**

**Wellness Policy Contact: Wayne Kronemann**

**Date Completed: Sept 10, 2019**

This tool is to document progress in meeting the goals written in the district’s wellness policy at each school building. Document steps that have or will be taken to accomplish each goal. In the “Contact Person” column identify the individual who can report on the goals’ progress. The items that are completed at the district level should be pre-filled to inform all school staff of the implementation status of those goals. Add more lines for goals as needed.

## Nutrition Education and Promotion Goals

District Wellness Policy Goals	Contact Person	Fully in Place	Partially in Place	Not in Place	List steps that have been taken to implement goal and list challenges of implementation.	List next steps that will be taken to fully implement and/or expand on goal.
1. Provide students with the knowledge and skills necessary to promote and protect their health;	Steve Lansing (Fall 2019)	X			<b>HS-</b> Health and nutrition information is covered in Health classes (required) for all students. Curriculum follows established criteria in Chapter 12.	District- Work with Chelsea Scheuger to get pick a better snack back into the school. She will be looking at doing a grant so we can begin in the 2020-21 school year.
	Ruth Verbrugge	X			<b>MS-</b> All 5th through 8th grade students receive health instruction during health class or guidance time. 5th and 6th grade students also have Leadership lunch led by the ASAP alliance. The instruction includes topics in personal health, food	Work with the group to find opportunities to work on child obesity.

	Michelle DeHart	X		<p>and nutrition, safety skills, substance abuse and nonuse, human sexuality, self-esteem, stress management, and interpersonal relationships.</p> <p><b>Elem-</b> Annual review of health curriculum provided at each grade level Review of health standards based on changes to science standards Utilize community organizations to promote healthy practices</p>	<p>Look for opportunities to increase usage of community organization to promote healthy practices Engage in healthy activities such as Live Healthy Iowa activities</p>
2. Ensure nutrition education and promotion are not only part of health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;	Dan Peterson		X	<p><b>HS-</b> Finding the right co-curricular lessons has been a struggle. Food and drink options are limited to non-existent in other classrooms without principal approval per policy.</p>	<p>Will need to revisit this goal or find resources and co-teaching opportunities to support implementation.</p>
	Michelle DeHart		X	<p><b>Elem-</b> Review of what subjects currently include nutrition education: health and physical education. Challenges include identifying appropriate</p>	<p>Review content standards for all core subjects (math, science, language arts, social sciences) to identify standards that could be met using nutrition education instructional activities</p>

	Kim Andreesen		X	<p>implementation of nutrition education that align with content standards taught in all subject areas</p> <p><b>MS-</b> Nutrition education is integrated into the science curriculum when aligned to NGSS. The food services director meets with groups of students seeking input on various menus throughout the year. She explains the nutritional value and promotes positive choices. No vending machines are available on the building. Sales of beverages are limited to water and Gatorade/Powerade at the concession stand and not open until 30 minutes before the event begins</p>	<p>Create instructional activities around nutrition education that meet content standards in each subject area</p> <p>Work with the school nursing staff to find ways nutrition promotion can be integrated into other content areas</p>
3. Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;	<p>Carolyn Edler (Fall 2019)</p> <p>Ally Eliason - cook Nedra Horstman, Jerri Hill, and Caitlin</p>	x	x	<p><b>HS-</b> Foods, FCS classes, Ag classes and FFA all address various aspects of this goal.</p> <p><b>MS</b> - Kitchen staff demonstrate food preparation techniques and hold a taste testing at least twice per year. Life Skills students prepare</p>	<p>Continue working with food service presonnel on nutritional value of foods</p>

	Huffman  Michelle DeHart Third Grade Teachers - Jolene Bruns, Rachael Zuehl		X		<p>food and evaluate nutritional value. Health students evaluate label reading and analyze nutritional value.</p> <p><b>EL</b> - Students visit the Ag Fair to learn about the farm to table process. The Iowa Egg Council has visited classrooms to demonstrate how to cook a variety of egg based meals.</p>	
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