

Local Wellness Policy Progress Report

School Name: West Hancock CSD

Wellness Policy Contact: Wayne Kronemann

Date Completed: March 10, 2020

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 | | | HS- 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 picked 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 | | | MS- 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, but due to low numbers this program has ceased. The | Work with the group to find opportunities to work on child obesity. |

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| | Michelle DeHart | X | | <p>instruction includes topics in personal health, food and nutrition, safety skills, substance abuse and nonuse, human sexuality, self-esteem, stress management, and interpersonal relationships.</p> <p>Elem- 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>HS- 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>Elem- Review of what subjects currently include nutrition education: health and physical education. Challenges</p> | <p>Review content standards for all core subjects (math, science, language arts, social sciences) to identify standards that could be met</p> |

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| | Kim Andreesen | | X | | include identifying appropriate implementation of nutrition education that align with content standards taught in all subject areas MS- 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 | using nutrition education instructional activities Create instructional activities around nutrition education that meet content standards in each subject area Work with the school nursing staff to find ways nutrition promotion can be integrated into other content areas |
| 3. Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens; | Carolyn Edler (Fall 2019) Ally Eliason - cook Nedra Horstman, | X | | X | HS- Foods, FCS classes, Ag classes and FFA all address various aspects of this goal. MS - Kitchen staff demonstrate food preparation techniques | Continue working with food service personnel on nutritional value of foods |

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| | <p>Jerri Hill, and Caitlin Huffman</p> <p>Michelle DeHart Third Grade Teachers - Jolene Bruns, Rachael Zuehl</p> | | X | <p>and hold a taste testing at least twice per year. Life Skills students prepare food and evaluate nutritional value. Health students evaluate label reading and analyze nutritional value.</p> <p>EL - 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> |
| <p>4. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy foods;</p> | <p>Ally Eliason</p> <p>1st and 2nd Grade Teachers Teachers</p> <p>Ally Eliason Caitlin Huffman</p> | X | X | <p>HS and EL - Daily lunch menu follows these guidelines. Local nutrition policy also limits vending machine options and snack options in classrooms.</p> <p>EL - Healthy food choices are taught within a health unit.</p> <p>MS - Daily lunch menu follows the guidelines stated. Students are encouraged to try a variety of fruits and vegetables, 5th and 6th</p> |

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| | | | | | grade students meet with the food service director to sample a variety of healthy foods during health instruction | |
| 5. Implement evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; | Ally Eliason | X | | | All sites - As evidenced in our recent state nutrition program review, our lunch and breakfast programs are meeting expectations. | We will continue to survey staff and student to ensure desirable meals are served. We continue to use a variety of menus. |

Physical Activity 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. |
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| 1. Promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits; | Brian Peterson | X | | | HS- This is part of our daily PE program for all students. The PE program follows the state's standards based on the Shape America standards. | EL - Students will look more closely at certain exercises that we do and learn what muscles are being strengthened. |
| | Tyler Jansen - EL | | X | | EL - Students are instructed in how exercise affects the body. Students took heart rates and were instructed in how exercise and HR are connected. | |
| | Shawn Mallen and Tyler Jansen MS | X | | | MS - All students are scheduled for PE every other day. Skills incorporated are based on Shape America standards in order to promote lifelong habits. | |

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| <p>2. Engage students in moderate to vigorous activity during at least 50 percent of physical education class time;</p> | <p>Brian Peterson</p> <p>Tyler Jansen - EL</p> <p>Shawn Mallen and Tyler Jansen MS</p> | <p>X</p> <p>X</p> <p>X</p> | | | <p>HS- This is part of our daily PE program for all students. The PE program follows the state’s standards based on the Shape America standards. Effort in physical activity is also part of the daily grade for students.</p> <p>EL - Instant activities were added to the beginning of class to get students moving right away. Stretching is now done dynamically so that students are moving constantly. Routines are emphasized so that less time is spent transitioning.</p> <p>MS - The PE program follows the state’s standards based on the Shape America standards and the suggested minimums and benchmarks.</p> | <p>EL - We will continue to look for ways to maintain and improve movement/activity levels throughout the classes.</p> |
| <p>3. Offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle;</p> | <p>Steve Lansing (Fall 2019)</p> <p>Michelle DeHart</p> | <p>X</p> | <p>X</p> | | <p>The Health and Fitness class combines this goal with the mandates in Chapter 12 for a Health education program.</p> <p>EL - Health curriculum in the elementary focus on healthy habits. While it supports what is taught in physical education, it is not necessarily aligned fully.</p> | <p>EL- Review current health curriculum within the general education classrooms.</p> |

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| | Caitlin Huffman and Paul Sonius - MS | X | | | MS - Health classes are taught for all students in grades 5-8 and meet the chapter 12 requirements. | |
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