

# Local Wellness Policy Progress Report

**School Name: West Hancock CSD**

**Wellness Policy Contact: Wayne Kronemann**

**Updated: September 1, 2024**

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;	Mark Sanger	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 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.
	Paul Sonius Alyssa Abbas Lisa Stortenbecker	X			<b>MS-</b> All 5th through 8th grade students receive health instruction during health class or guidance time. The instruction includes topics in personal health, food and nutrition, safety skills, substance abuse and nonuse, human sexuality, self-esteem,	Work with the group to find opportunities to work on child obesity.

	Michelle DeHart	X		<p>stress management, and interpersonal relationships.</p> <p><b>Elem-</b> Review health standards as documented in Curriculum Manager. Determine gaps or inconsistencies. Utilize community organizations to promote healthy practices</p>	<p>Updates are needed in Curriculum Manager for our upper elementary grade levels to document health standards currently being taught. 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</p>	<p>Review content standards for all core subjects (math, science, language arts, social sciences) to identify standards that could be met</p>

	Kim Niewald Ally Eliason		X		<p>include identifying appropriate 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>using nutrition education instructional activities 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;	TBD  Ally Eliason -		X  X		<p><b>HS-</b> Foods, FCS classes, Ag classes and FFA all address various aspects of this goal. (Currently with an FCS Teacher so curriculum will be online)</p> <p><b>MS</b> - Kitchen staff</p>	Continue working with food service personnel on nutritional value of foods

	<p>cook Nedra Horstman, Jerri Hill, and Lisa Stortenbecker</p> <p>Michelle DeHart Third Grade Teachers - Jolene Bruns, Rachael Zuehl</p>		X		<p>demonstrate food preparation techniques 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><b>EL</b> - Students visit the Ag Fair to learn about the farm to table process. Ag in the Classroom provides lessons regarding agriculture topics.</p>	
4. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy foods;	<p>Ally Eliason</p> <p>1st and 2nd Grade Teachers Teachers</p> <p>Ally Eliason Lisa Stortenbecker</p>	X	X		<p><b>HS and EL</b> - Daily lunch menu follows these guidelines. Local nutrition policy also limits vending machine options and snack options in classrooms.</p> <p><b>EL</b> - Healthy food choices are taught within a health unit.</p> <p><b>MS</b> - Daily lunch menu follows the guidelines stated. Students are encouraged to try a variety of fruits and</p>	

					vegetables, 5th and 6th 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			<b>All sites</b> - As evidenced in our recent state nutrition program review, our lunch and breakfast programs are meeting expectations.	We will continue to survey staff and students 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.
1. Promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits;	Brian Peterson, Mark Sanger	X			<b>HS</b> - 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		<b>EL</b> - 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			<b>MS</b> - All students are scheduled for PE every other day. Skills incorporated are based on Shape America standards in order to promote lifelong habits.	

<p>2. Engage students in moderate to vigorous activity during at least 50 percent of physical education class time;</p>	<p>Brian Peterson, Mark Sanger</p> <p>Tyler Jansen - EL</p> <p>Shawn Mallen and Tyler Jansen MS</p>	<p>X</p> <p>X</p> <p>X</p>			<p><b>HS-</b> 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><b>EL</b> - 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><b>MS</b> - 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>Mark Sanger</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><b>EL</b> - Health curriculum in the elementary school focuses on healthy habits. While it supports what is taught in physical education, it is not</p>	<p>EL- Review current health curriculum within the general education classrooms.</p>

	Lisa Stortenbecker and Paul Sonius - MS	X			necessarily aligned fully.  <b>MS</b> - Health classes are taught for all students in grades 5-6 and 8 and meet the chapter 12 requirements.	
4. Follow all state regulations for minutes per day or per week for appropriate grade levels.	Dan Peterson	x			<b>HS</b> - School policy requires four years of daily physical education class unless they are a senior with a full academic load. This policy mirrors state law.  <b>EL</b> - K - 4 students have physical education three times in a six day cycle, meeting every other day.  <b>MS</b> - All students have a required PE class every other day. All students have an activity time following lunch every day and at the end of the day on select days of the week. Teachers also incorporate movement into classroom activities as possible.	
	Michelle DeHart	X				
	Rene Molina	x				

### Other School Based Activities 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. Engage students and parents, through surveys to identify new, healthful, and	Ally Eliason			X		This is something that we will have to undertake in the near

appealing food choices;						future with a district wide survey to parents and students.
2. Support the consumption of breakfast at school by implementing alternative breakfast option to the extent possible;	Ally Eliason	X			Breakfast is available to all students. There is the main option and also the choice of cereal	
3. Permit student to bring and carry water bottles filled with water throughout the day;	Dan Peterson	X			<b>HS</b> This is a supported school policy that only allows students to carry water with them. The school has designated water bottle filling drinking fountains for student use.	
	Rene Molina	X			<b>MS</b> A bottle filling station is available in multiple areas for students to fill water bottles brought to school.	
	Michelle DeHart	X			<b>EL</b> - There are bottle filling stations in two locations at the elementary. Students and staff are allowed to use water bottles.	
4. Make drinking water available where school meals are served during mealtimes;	Ally Eliason	X			<b>HS-</b> Has drinking fountain available in the lunch room. Ice water dispenser and cups are placed at the beginning of the lunch line daily.	
					<b>MS</b> A water fountain is located directly outside the lunchroom	
					<b>EL</b> - There is a water dispenser and cups available	

					to elementary students in the lunchroom during lunch.	
5. Strive to provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;	Dan Peterson		x		High school scheduling is prohibitive. With our small lunch shift sizes, there is not a time where students don't have adequate time to eat. If time is an issue, the supervising staff will grant an allowable extra time for students to consume their food.	
	Rene Molina		x		<b>MS</b> - scheduling limits the specified amount of time suggested (10 and 20 minutes. Depending when a student arrives to breakfast the minimum time to eat is 10 minutes. Lunch time can vary for students but any student needing additional time to complete their meal is permitted.	
	Michelle DeHart		X		<b>EL</b> - This is dependent on the student's arrival time for breakfast. There is sufficient time scheduled for breakfast to include 10 minutes of break time. Recess is scheduled after lunch for most grade levels allowing students to stay in the lunchroom to finish eating if additional time is needed.	
6. Discourage students from sharing food or beverages during meal or snack times,	Dan Peterson	X			The student handbook covers this. No outside food,	

given concerns about allergies and dietary needs;	Rene Molina		x		unless homemade is allowed, and no sharing of any food is allowed per policy. <b>MS</b> - Students are permitted to bring their own lunch. Sharing of meals is discouraged.	
	Michelle DeHart	X			<b>EL</b> - Sharing of meals is discouraged. Students are allowed to bring their own lunch.	

**Standards and Nutrition Guidelines for All Foods and Beverages *Sold* to Students During the School Day (e.g. vending, school stores, etc.)**

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1. All vending options will comply with the Healthy Kids Act	Dan Peterson  Rene Molina	X  x			So Good LLC provides an annual list of all items and their nutrition count to be placed in the nutrition calculator for our nutrition inspection. <b>MS</b> - No beverages or food are available to students for purchase during the school day. The middle school does not have any student vending machines.	

**Standards for All Foods and Beverages *Provided* (not sold) to Students During the School Day (e.g. class parties, foods given as reward, etc.)**

District Wellness Policy Goals	Contact	Fully in	Partially	Not in	List steps that have been	List next steps that will be taken to
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	Person	Place	in Place	Place	taken to implement goal and list challenges of implementation.	fully implement and/or expand on goal.
1. All snacks and other foods given at school should follow the Healthy Kids Act guidelines.	Dan Peterson	X			This is established by policy in the student handbook and in the staff handbook for high school teachers. <b>MS</b> - Staff are encouraged to provide healthy alternatives for treats during classroom activities.  <b>EL</b> - The elementary handbook suggests that snacks be healthy in nature and commercially produced whenever possible.	<b>MS</b> - Review and refine a list of suitable food or beverage items students may have as rewards.  <b>EL</b> - More clarity is needed regarding suitable food and beverage items when treats are given as rewards or treats are brought into the school for special occasions.
	Rene Molina		x			
	Michelle DeHart		X			

### Polices for Food and Beverage Marketing

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.				x	No food and beverage marketing is currently taking place in our school.	
2.						

**This institution is an equal opportunity provider.**