**Local Wellness Policy Progress Report**

**School Name: Boys and Girls Home**

**Wellness Policy Contact: Katie Swanson**

**Date Completed: 01/05/2025**

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 clients with the knowledge and skills necessary to promote and protect their health, how to read food labels, choose healthy options, and control portions. | Katie Swanson, Rita DeJong | X |  |  | Monthly nutrition lessons are given to each classroom.  Posters are in the classrooms, hallways, and cafeteria describing proper nutrition. Physical education lessons discuss nutrition, fitness, and life-long health. |  |
| 2. Promote fruits, vegetables, and whole-grain products, low-fat and fat-free dairy products and healthy foods. | Katie Swanson, Rita DeJong | x |  |  | Fresh fruits and vegetables are prepared when possible. All are expected to try new foods and education regarding food is shared at mealtimes. Posters are in the classrooms, hallways, and cafeteria describing proper nutrition. Weekly physical education lessons discuss nutrition, fitness, and life-long health. | Monthly Fruit/Vegetable promotion during the school day. |

**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 clients develop skills to engage in lifelong health habits. | Rita DeJong | X |  |  | Physical education classes include lessons on life-long physical fitness and activity  Active brain breaks are being used in classrooms. A yoga room has been added. | Development of more structured physical education activities. Teach students how to use yoga as a life-long skill for mental and physical health. |
| 2. Encourage classroom teachers to provide short physical activity breaks (3-5) minutes, as appropriate. | Rita DeJong | X |  |  | Active brain breaks are being used in classrooms.  Students also can move around the classroom and take individual breaks when needed. | Provide more brain break activity ideas to teachers. Provide websites for easy access and use. |

**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. Permit clients to bring and carry water bottles filled with water throughout the day. | Rita DeJong | X |  |  | Clients are allowed to have water bottles with them all day. For those who do not have one, there is also water available in the classrooms with drinking glasses. | Acquire more water bottles for those who do not have one. Bottles are in the student store and available to all. |
| 2. Strive to provide clients with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch. | Katie Swanson | X |  |  | Classroom schedules allow 20 minutes for breakfast and 30 minutes for lunch, which provides more than the minimum time for eating once meals have been served. | Continue to inform the teachers of the importance of being on time for meals. |

**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. We do not provide any food for sale during the school day. | Rita DeJong | X |  |  | There are no vending machines or other food sales available. |  |

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

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Teachers are encouraged to provide healthy snacks to students during celebrations. We do not use food for rewards. | Rita DeJong | X |  |  | Teachers typically provide popcorn, cheese, yogurt, or hard boiled eggs during class celebrations. | Guidelines added to the staff handbook. |

**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. We do not allow any food and beverage marketing to be done in our school. | Rita DeJong | X |  |  | The only food and beverage posters/materials that students see are those provided by the USDA or 5-2-1-0 |  |

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