

**Board Policy 533 Wellness** states the Food Service Program Administrator/Business manager will annually inform the community about district progress in attaining the goals of the Wellness Policy. This Policy was reviewed and approved by the board on April 2nd, 2024 (copy of complete Wellness Policy at [https://www.isd917.org/for\\_parents/food\\_service](https://www.isd917.org/for_parents/food_service)). ISD 917 has made progress in attaining goals within this policy and I would like to summarize by location the reports provided by our Assistant Directors supervising these locations.

### **Goal 1 - Physical Activity:**

Don Budach, Assistant Director

#### **TESA:**

Students participate in recreation and leisure activities in the community as well as a part of our curriculum in Health and Fitness and Lifetime Recreation classes. They engage in a variety of activities such as bowling, bocce ball, kickball, yoga, walking, basketball, snowshoeing and hiking. They can also utilize the DCTC fitness center for weight training and cardio machines. Staff work with the students to establish personal fitness goals. The program offers student clubs throughout the year based on student interests ranging from healthy eating to hiking. Staff have also been working with students to increase mental health fitness by incorporating stretch management, breathing and mindfulness exercises. The students have access to a calming room as well as time with the school social worker built into their schedules.

#### **PACES:**

Students participate in a variety of motor related activities throughout the school day. Specialists such as DAPE and OT provide services related to students' motor needs during DAPE and Occupational Therapy. In the elementary program recess is a part of the daily routine, allowing student's time to access playground equipment and interact with their non-disabled peers.

#### **DASH:**

Students participate in a variety of adapted motor related activities on a daily basis with the support of staff. Specialists such as DAPE, OT and PT also address the students motor needs based on their ability.

Goals met

Amy Swaney, Assistant Director

#### **Concord Education Center:**

Students receive 30 minutes of physical education each day and Developmental Adaptive Physical Education (DAPE) is provided if a need is determined within the students' Individual Education Plans (IEPs). A portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle

means. Students also receive 25 minutes of recess daily, as well as sensory integration and other gross-motor activities as determined by the students' IEPs.

Goal Met

Shannon Brennan, Assistant Director

Alliance Education Center:

Students in the group setting participate in a 30 minute Physical Education class each day, and DAPE is provided for specific students per their IEP goals. They also have a 20 minute recess built into their daily schedules and have access to fields and playground equipment outside for recess. A portion of the curriculum is dedicated to educating students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Classrooms participate in movement breaks using GoNoodle video clips, stationary bike rides, calming walks, and yoga. They often play basketball during choice time and the facility has a motor room and weight room. The students enjoy "Workout Wednesdays" and using pedometers to track their activity throughout the day.

Goals met.

Jennifer Hetland, Assistant Director

Cedar School (SUN):

Students in SUN group and individual programming participate in Physical Education class or DAPE service daily per student needs. Shorter movement breaks of 10 to 15 minutes of physical activity such as walking, playing catch, biking, or shooting baskets in the gym are also implemented. In addition, students access fields and playground equipment outside for recess, movement breaks, and structured physical education/ or DAPE activities.

Goal met: Everyone received their services

Lebanon Education Center (TEA and IDEA):

Students in the group setting participate in a 30 minute Physical Education class each day. Students who need Developmental Adaptive Physical Education (DAPE) receive those services as well. Students also have shorter breaks during the day for physical activity such as walking, playing catch, shooting baskets in the gym, etc. Students often elect extra gym time at the end of the day and enjoy playing four square and participating in building wide field days as a school.

Goal met: Everyone received their services

Taylor Lovin, Assistant Director

D/HH Preschool:

Learners participate daily in physical activity in the Lincoln Center Elementary recess room, and then also with another planned physical activity session either outside on the playground, or in the Lincoln Center Elementary gym, depending on the weather. Some learners with motor delays additionally receive PT services to develop their balance, strength, and coordination skills to be as physically active as they are able. In addition, the D/HH preschool has movement/sensory breaks provided throughout the school day per individual student's sensory/physical needs.

Goal met: Students participated daily in physical activity and received their individualized services.

D/HH Lincoln Center Elementary:

Students participate in physical activity during their school day with regular physical education classes provided in the general education setting at Lincoln Center Elementary, which follows the District 6 PE curriculum. In addition, learners participate in physical activity by playing games and playing on playground equipment during daily recess. Staff promotes learners' participation during their supervision of students in both school PE classes and recess settings. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength, and coordination skills to be as physically active as they are able. In addition, movement/sensory breaks are provided throughout learners' school day per individual student's sensory/physical needs.

Goal met: Students participated in physical activity within the general education setting and those with individualized services received their services.

D/HH Simley High School:

Students participate in physical education classes per high school credit requirements. Some learners with motor delays additionally receive PT and DAPE services to develop their balance, strength, and coordination skills to be as physically active as they are able.

Goal Met: Students requiring high school credits participated in courses needed to meet their requirements.

Juvenile Service Center/New Chance:

Physical Education/DAPE is offered each day and a portion of the curriculum is dedicated to educate students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Short physical breaks are provided throughout the academic day.

Goal Met: Students participate daily in physical education with additional focuses weekly on healthy living and those with individualized services have received their service.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis based on the credit area and need. We provide time during our daily advisory class to focus on SEL (Social/Emotional Learning) to provide mindfulness, physical, and mental health support while completing verbal and written check and connect discussions with students.

**Goal met:** Students participated in physical activity within the general education setting and those with individualized services received their services.

DCALS (North Campus):

Students are given the opportunity to participate in Physical Education class on a quarter to quarter basis based on the credit area and need. We provide time during our daily advisory class to focus on SEL (Social/Emotional Learning) to provide mindfulness, physical, and mental health support while completing verbal and written check and connect discussions with students.

**Goal met:** Students participated in physical activity within the general education setting and those with individualized services received their services.

## **Goal #2 - Nutritional Education and Promotion:**

Don Budach, Assistant Director

TESA:

Students are taught about healthy eating habits in Independent Living, Home Living Basics and Health and Fitness. Students also learn about serving sizes, reading labels, planning balanced meals and healthy food choices. Students practice these lessons through developing personal goals, grocery shopping in the community, and preparing and cooking meals in the classroom.

PACES:

Students have an opportunity for a healthy snack during break time. Students also learn about healthy eating through curriculum accessed in both special education and general education classrooms.

DASH:

Student's nutritional needs are met per their individualized plan.

Goals met

Amy Swaney, Assistant Director

Concord Education Center:

Health class is taught by a classroom teacher, and standards are reinforced by our physical education teacher. Students have access daily to snacks during individual break times and when determined by their Individual Education Plan. Students also participate in meal planning as part of transition-based programming. All students have

access to an in-house food shelf that provides complete meals to families when needed. These items are distributed on a weekly basis.

Goal Met

Shannon Brennan, Assistant Director

Alliance Education Center:

The Life Skills curriculum includes a unit on nutrition education where students participate in creating healthy meals. The staff and students work together to build and maintain a community garden during the spring and through the fall. The students learn about growing produce and using the food when they cook as a class during the week. Teachers are encouraged to incorporate nutritional information into subject lessons when appropriate. The school offers appropriate foods and snacks at the student store. Staff review the Smart Snacks catalog with students and discuss healthy choices. Students can also participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Goals met.

Jennifer Hetland, Assistant Director

Lebanon Education Center (TEA and IDEA):

Students learn about Nutrition as part of their Life Skills and Health classes. Cooking activities focus on kitchen safety and healthy eating. Staff use daily teachable moments to have discussions with students ranging from energy drinks to breathing and personal quiet time. Snacks offered to students also focus on healthy items. Students can participate in a mobile pantry program that provides healthy groceries twice per month to our students and their families at no cost.

Cedar School (SUN):

SUN group and individual instruction in nutrition and healthy eating occurs within health class per district standards-based curriculum, Life Skills class, and/ or within Transition Independent Living activities. Activities include meal planning and budgeting, meal preparation, and food safety and cleaning within our classroom kitchen.

Taylor Lovin, Assistant Director

D/HH Preschool:

The parents of learners are encouraged by staff to provide healthy snacks and lunches for their preschool-age children, and staff educates the young preschool learners about healthy food choices within the context of instruction during snack and lunch time.

Goal Met

D/HH Elementary (Lincoln Center Elementary):

Students are taught about healthy eating habits and making healthy food choices through the District 6 general education health education curriculum, through District 6's very proactive guidance of good nutrition through their breakfast and lunch programs, as well as District 6's deliberate instruction about this area in general education classrooms through special in-services. Staff encourages students to make healthy food choices.

Goal Met

D/HH High School (Simley High School):

Students are taught about healthy eating habits and making healthy food choices through the general education health education curriculum, and District 199's food service programs. Staff encourages students to make healthy food choices.

Goal Met

Juvenile Service Center/New Chance:

Teachers incorporate nutritional information into subject lessons when appropriate.

Goal Met with additional information provided on healthy living during physical education.

Chris Devine, Principal

DCALS (DCTC Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to a food pantry and other resources.

**Goal met:** Students participated in activities focused on healthy living within the general education setting and those with individualized services received their services.

DCALS (North Campus):

Students are provided the opportunity to enroll in a Health class throughout the year. Staff addresses healthy living choices during daily advisory class and other teachable moments. Students are periodically involved in cooking activities that promote healthy choices in foods. They also have access to a food pantry and other resources provided by Community 360.

**Goal met:** Students participated in activities focused on healthy living within the general education setting and those with individualized services received their services.