

**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 7, 2026, [Board Policy 533](#) ISD 917 has made progress in attaining goals within this policy. Summary by location provided by the Assistant Directors supervising these locations.

## **Goal 1 - Physical Activity**

### **Steph Betley, Assistant Director, TESA:**

TESA students participate in structured wellness, recreation, and leisure activities through courses such as Health and Fitness, Lifetime Recreation, Daily Living, and Fitness, Leisure, and Recreational Exploration. Students develop lifelong wellness skills by engaging in individual and group activities, including community recreation (e.g., bowling, hiking, snowshoeing), adapted physical activities, fitness center use, and interest-based fitness clubs. Staff supports students in setting and monitoring individualized wellness and fitness goals to promote long-term physical and mental well-being. Some of our students with more significant motor needs receive Occupational and Physical Therapy services to support fine and gross motor development of balance, strength, coordination, and functional mobility to maximize participation in physical activity and daily routines. Based on individual sensory and physical needs, some students may also receive structured movement or sensory regulation opportunities built into their programming throughout the school day.

Goals met

### **Amy Swaney, Assistant Director, Concord Education Center:**

Students in the SUN group and individual programming participate in Physical Education class or DAPE service, per student needs, and are determined within the students' Individual Education Plans (IEPs). A portion of the curriculum is dedicated to educating students on the benefits of a healthy lifestyle and what a healthy lifestyle means. Students may also receive access to playground equipment outside for recess, as well as sensory integration and other gross-motor activities as determined by the student's IEP.

Goal met

**Jackie Pauley, 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. Elementary students also have a 20-minute recess built into their daily schedules, and all students 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 two motor rooms and a 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 the SUN group and individual programming participate in Physical Education class or DAPE service daily, per student needs. Shorter movement breaks 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.

**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.

Goal met

**AJ Boehmer, Assistant Director  
Lebanon Education Center (TEA):**

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

**ECSE (TEA):**

Learners participate daily in physical activity in the Early Childhood TEA setting through recess room and/or sensory gym, and then also with another planned physical activity session either outside on the preschool playground, depending on the weather. In addition, the ECSE TEA program 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.

**Taylor Lovin, Assistant Director/Principal**

**Deaf/Hard of Hearing (D/HH) Preschool:**

Learners participate daily in physical activity in the Lincoln Center Elementary recess room and/or sensory gym, and then also with another planned physical activity session either outside on the preschool playground, 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.

**Deaf/Hard of Hearing (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 South St. Paul (District 6) Physical Education (PE) curriculum. In addition, learners participate in physical activity by playing games and playing on playground equipment during daily recess. Staff promotes learners' participation in both school PE classes and recess settings. Some learners with motor delays additionally receive PT and/or 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 the 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.

**Deaf/Hard of Hearing (D/HH) Inver Grove Heights Middle School:**

Students participate in physical education classes per middle school class requirements and follow the Inver Grove Heights Middle (District 199) Physical Education (PE) curriculum. 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 participated in physical activity within the general education setting, and those with individualized services received their services.

**Deaf/Hard of Hearing (D/HH) Simley High School:**

Students participate in physical education classes per high school credit requirements and follow the Inver Grove Heights Middle (District 199) Physical Education (PE) curriculum. 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.

**Frank Hermann, Principal**

**DCALS ( Main, North, and Riverside):**

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. Students at JSC are provided regular gym time each week.

**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**

**Steph Betley, Assistant Director**

**TESA:**

TESA students receive nutrition and healthy living instruction through courses such as Independent Living, Home Living Basics, Health and Safety, and Life Skills for Independent Living. Students learn foundational nutrition concepts, including food groups, serving sizes, label reading, meal planning, and the connection between food choices and overall health.

Students apply these skills through hands-on experiences such as grocery shopping, meal planning, food preparation, and cooking. Instruction also emphasizes personal health responsibility, hygiene, medication awareness, safety planning, and informed decision-making. Students develop personalized health and nutrition goals to support independence and lifelong healthy living.

Goals met

**Amy Swaney, Assistant Director,**

**Concord Education Center:**

Instruction in nutrition and healthy eating occurs within Health/Life Skills class per district standards-based curriculum. Students may also participate in Transition/Life Skills programming. Activities may include meal planning, budgeting, meal preparation, food safety, and cleaning within our building's Life Skills lab.

All students have access to a community food shelf that provides meals to families when needed. These items are distributed weekly.

Goal met

**Jackie Pauley, 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.

**AJ Boehmer, Assistant Director,  
Lebanon Education Center (TEA):**

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.

Goal met

**ECSE (TEA):**

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

**Jennifer Hetland, Assistant Director  
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.

**DASH:**

Students' nutritional needs are met per their individualized plan.

**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

**Frank Hermann, 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.

**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.