

School Wellness Policy Building Progress Report

School Name: Oskaloosa Christian School

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| Wellness Policy Language | Fully in Place | Partially in Place | Not in Place | List steps that have been taken to implement goal and list challenges and/or barriers of implementation. | List next steps that will be taken to fully implement and/or expand on goal. |
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| A Commitment to Nutrition and Physical Activity | | | | | |
| 1. Nutrition education and physical activity are included in the school's daily educational program from kindergarten through grade eight. | X | | | <ul style="list-style-type: none"> • Nutrition education is part of the school's curriculum. • Students have P.E. class twice per week for structured physical activity and recess three times per day for unstructured physical activity. | <ul style="list-style-type: none"> • Consider even more frequent P.E. |
| 2. The Principal supports the development of healthy lifestyles for students, and establishes and enforces policies that improve the school's nutrition environment. He/she will address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space; nutrition education and physical activity. | X | | | <ul style="list-style-type: none"> • The principal is committed to at least twice per week P.E. class and recess three times per day. • The principal reviews the curriculum to ensure that nutrition education is being taught. • The principal sets the lunch schedules and routines. | <ul style="list-style-type: none"> • Consider working with teachers to develop the nutrition curriculum further. • More work could be done to involve community members who work in these areas. |
| 3. OSCI staff, students, and parents are part of the | | X | | <ul style="list-style-type: none"> • Invitation is given to OSCI | <ul style="list-style-type: none"> • The school could be |

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| policy-making process and support a healthy school nutrition environment. | | | | constituents to be a part of this process. This invitation is on the website and in school newsletters. | more proactive in reaching out to people personally to participate. |
| 4. OSCI foodservice staff are part of the education team and participate in making decisions and policies that affect the school nutrition environment. | | X | | <ul style="list-style-type: none"> Food service staff are sometimes included in these decisions. | <ul style="list-style-type: none"> A more consistent effort to include food service staff in a greater range of decisions would be helpful. |
| 5. The Education Committee will serve as the “health council” to address nutrition and physical activity issues. | | X | | <ul style="list-style-type: none"> Written policy is in place for the Education Committee to follow. | <ul style="list-style-type: none"> With turnover in school and committee leadership, the Education Committee has been inconsistent in this role. |
| Quality School Meals | | | | | |
| 1. OSCI offers lunch and students are encouraged to participate. | X | | | <ul style="list-style-type: none"> Lunch is offered every day and menus are posted in our school newsletters and on the website. | <ul style="list-style-type: none"> The school could be more diverse in its methods of promoting the lunch program. |
| 2. The Child Nutrition Programs are administered by school food service staff that is properly qualified according to current professional standards. | X | | | <ul style="list-style-type: none"> School Food Service personnel maintain their professional standards. | <ul style="list-style-type: none"> The Principal and Education Committee could exercise more oversight to ensure this is happening. |
| 3. OSCI food service staff has appropriate pre-service training and regularly participate in professional development activities. | X | | | <ul style="list-style-type: none"> The Food Service Staff continue to receive training. | <ul style="list-style-type: none"> The Principal and Education Committee could exercise more oversight to ensure this is happening. |
| 4. OSCI meals are offered at prices students can | X | | | <ul style="list-style-type: none"> Prices are kept as low as | <ul style="list-style-type: none"> Regular review of |

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| afford. | | | | possible to still cover costs. | other food service programs could help us compare our costs as well as evaluate their efforts to keep prices low. |
| 5. Meals are planned with input from students and include local, cultural, and ethnic favorites of the students. | | X | | <ul style="list-style-type: none"> Lunch menus are varied and include favorite food items of the students. | <ul style="list-style-type: none"> Students and families could have a greater voice in the lunch planning process. |
| 6. Mean meets nutrition standards established by the U.S. Department of Agriculture, conform to good menu planning principles, and feature a variety of health choices that are tasty, attractive, of excellent quality, and are served at proper temperatures. | X | | | <ul style="list-style-type: none"> The Food Service staff is diligent in meeting nutritional standards and providing quality food. | <ul style="list-style-type: none"> The Principal and Education Committee could educate themselves further in this area to provide greater oversight. |
| 7. OSCI food service staff use food preparation techniques to provide school meals that are lower in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk. | X | | | <ul style="list-style-type: none"> The Food Service staff work to provide a variety of health food options. | <ul style="list-style-type: none"> The Principal and Education Committee could educate themselves further in this area to provide greater oversight. |
| 8. OSCI meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal. | X | | | <ul style="list-style-type: none"> Lunches are advertised to students of all ages and teachers work to ensure students are eating the food they take. | <ul style="list-style-type: none"> Although the meals are listed in newsletters, there is not much marketing beyond this. |
| 9. OSCI meal participation rates are approximately the same for paying students as for students eligible for full and reduced priced meals. | | X | | <ul style="list-style-type: none"> All students participate at high levels. | <ul style="list-style-type: none"> This could be tracked more closely. |
| 10. Food safety is a key part of the school food service operation. | X | | | <ul style="list-style-type: none"> The Food Service staff is committed to safety in its operations. | <ul style="list-style-type: none"> This feature could be communicated more clearly to our |

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| | | | | | constituents. |
| Other Healthy Food Options | | | | | |
| 1. All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid. | X | | | <ul style="list-style-type: none"> Food Service staff is committed to providing a balanced lunch for students. | <ul style="list-style-type: none"> .This commitment could be communicated more clearly to constituents. |
| 2. If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford. | | | | <ul style="list-style-type: none"> NOT APPLICABLE-No food is sold in competition with school meals. | NOT APPLICABLE |
| 3. If a la carte foods are available, they include a variety of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods. | | | | <ul style="list-style-type: none"> NOT APPLICABLE-No a la carte foods are available. | NOT APPLICABLE |
| 4. If foods are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals. | | | | <ul style="list-style-type: none"> NOT APPLICABLE-No foods are sold in competition with school meals | NOT APPLICABLE |
| 5. There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. | | | | <ul style="list-style-type: none"> NOT APPLICABLE-The school does not have any of the listed items. | NOT APPLICABLE |
| 6. OSCI encourages parents to provide a variety of nutritious foods if students bring bag lunches from home. | | X | | <ul style="list-style-type: none"> While some individual teachers provide some guidelines, the school as a whole does not and parents pack what they please in lunches. | <ul style="list-style-type: none"> The school could be more intentional in encouraging parents to pack nutritious lunches. |
| Pleasant Eating Experiences | | | | | |
| 1. Meal periods are scheduled at appropriate times; schools do not schedule tutoring, pep rallies, club and organization meetings, and other activities during meal times. | X | | | <ul style="list-style-type: none"> Lunch time is always protected. | <ul style="list-style-type: none"> Rotating all students through the one kitchen means that some students eat |

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| | | | | | fairly early (11:15) whereas others eat a bit later (12:15). There is little that can be done about this however. |
| 2. Meal periods are long enough for students to eat and socialize. | X | | | <ul style="list-style-type: none"> • Students have 20 minutes to eat lunch with a recess either before or after. | <ul style="list-style-type: none"> • No plans for changes. |
| 3. There are enough serving areas so that students don't have to spend too much time waiting in line. Dining areas are attractive and have sufficient space for seating; tables and chairs are the right size for students. | X | | | <ul style="list-style-type: none"> • The line moves very quickly and students take their lunches to eat in their classrooms. | <ul style="list-style-type: none"> • Students eat in classrooms. No plans for changes. |
| 4. Schools encourage socializing among students, and between students and adults. | X | | | <ul style="list-style-type: none"> • Students eat lunches with their classmates and enjoy conversation. | <ul style="list-style-type: none"> • No plans for changes. |
| 5. Adults properly supervising dining rooms and serve as role models to students. | X | | | <ul style="list-style-type: none"> • Every classroom is supervised by at least one adult. | <ul style="list-style-type: none"> • No plans for changes. |
| 6. Creative, innovative methods are used to keep noise levels appropriate. | X | | | <ul style="list-style-type: none"> • Teachers encourage students to speak at appropriate volumes. Sometimes video clips are shown to help students remain calm. | <ul style="list-style-type: none"> • Lunch volume does not appear to be a problem in the classrooms. |
| 7. Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating. | X | | | <ul style="list-style-type: none"> • Rooms are equipped with sanitizing stations and the bathrooms are also very close to the classrooms. | <ul style="list-style-type: none"> • No plans for changes. |
| 8. Drinking fountains are available for students to get water at meals and throughout the day. | | X | | <ul style="list-style-type: none"> • Drinking fountains are located close to all classrooms. | <ul style="list-style-type: none"> • We have had some issues with malfunctioning |

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| | | | | | drinking fountains this year and need to consider updating the ones we have. |
| 9. Schools using an accounting system that protects the identity of students who eat free and reduced price school meals. | X | | | <ul style="list-style-type: none"> A card system is used and no student would know the difference between his/her account and someone else's. | <ul style="list-style-type: none"> No changes in this area. |
| Nutrition Education | | | | | |
| 1. Students in kindergarten through eight receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating habits. | X | | | <ul style="list-style-type: none"> This is a regular part of our school's curriculum. | <ul style="list-style-type: none"> More discussion could take place among teachers to coordinate when and where concepts are taught. |
| 2. Nutrition education is offered in the classroom, with coordination between school food service staff and teachers. | | X | | <ul style="list-style-type: none"> Nutrition education is offered in the classroom, but there is not much coordination with food service staff and teachers. | <ul style="list-style-type: none"> Food service staff could be invited into collaboration opportunities with faculty. |
| 3. Students receive nutrition messages throughout school that are consistent and reinforce each other. | | X | | <ul style="list-style-type: none"> Teachers do make this a priority in class, but there is not much discussion between classes and grade levels. | <ul style="list-style-type: none"> Time could be provided to teachers during PL time to work on this. |
| 4. State and district health education curriculum standards and guidelines include nutrition and physical education. | X | | | <ul style="list-style-type: none"> OSCI has adopted the Iowa Core and is committed to these standards. | <ul style="list-style-type: none"> Teachers could review their consistent fidelity to the standards. |
| 5. Nutrition is integrated into core curriculum areas such as math, science, and language arts. | | X | | <ul style="list-style-type: none"> This is done in some classes, but not all consistently. | <ul style="list-style-type: none"> Time could be given to teachers during PL time to think of ways |

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| | | | | | to tie nutrition into various disciplines. |
| 6. OSCI links nutrition education activities with the coordinated school health program. | | X | | <ul style="list-style-type: none"> There are excellent nutrition activities in the classrooms, but they are probably not always consistently tied to a coordinated school program. | <ul style="list-style-type: none"> Teachers could work during PL time to develop this. |
| Marketing | | | | | |
| 1. Healthy eating and physical activity are actively promoted to students, parents, teachers, administrators, and the community. | | X | | <ul style="list-style-type: none"> This is done through a commitment to P.E. classes and nutrition training in the classroom. | <ul style="list-style-type: none"> School personnel should meet to discuss a more intentional way to consistently do this. |
| 2. OSCI consider students needs in planning for a healthy school nutrition environment. They ask for input and feedback and listen to what they have to say. | | X | | <ul style="list-style-type: none"> Student needs are kept in mind, but students are not asked for much input. | <ul style="list-style-type: none"> Students should be given a voice in this process in the classroom. |
| 3. Students receive positive, motivating message about healthy eating and physical activity throughout the school setting. | | X | | <ul style="list-style-type: none"> Students are told about this and have opportunity to learn about it, but the message is probably more academic than motivating. | <ul style="list-style-type: none"> The school should consider enlisting students in more hands on, engaging manners of teaching in this area. |
| 4. OSCI promotes healthy food choices and does not allow advertising that promotes less nutritious food choices. | X | | | <ul style="list-style-type: none"> There is no advertising for other food items in the school. | <ul style="list-style-type: none"> No changes in this area. |
| 5. OSCI works with a variety of media to spread the word to the community about a healthy school nutrition environment. | | X | | <ul style="list-style-type: none"> Very general information is published in newsletters and on the website. | <ul style="list-style-type: none"> More specific information should be published in newsletters and on the website. |

