

Assessment by Justus-Tiawah Wellness Committee.

SCORECARD: Oklahoma Healthy and Fit Scorecard for Elementary Schools

1. Our students receive physical education for at least 150 minutes per week throughout the school year.

Best Practice: Physical education = structured physical education classes, not recess.

- A. 150 min per week for elementary.
- B. 90 min per week for elementary.
- C. 60 min per week for elementary.
- D. Less than 60 min per week for elementary.

2. Our school provides daily recess that promotes physical activity beyond what is provided through physical education classes.

- A. 30 minutes of daily recess
- B. 20 minutes of daily recess
- C. Less than 20 minutes of daily recess
- D. Recess is whatever time is left over at lunch
- E. No recess

3. Our students, in either grades 3, 4, or 5, are assessed annually utilizing a standardized fitness testing program.

- A. Yes
- B. No

4. An individual student report is sent home to parents explaining results of the fitness testing.

- A. Yes
- B. No

5. School wide fitness data is utilized to develop physical education goals and objectives.

- A. Yes
- B. No

6. Our teachers use instructional practices that provide for maximum participation for every student in all physical activities.

Best Practice: Best practices = maximize inclusion with all students active in developmentally appropriate activities that avoid: (1) using games that eliminate students; (2) having many students stand in line or on the sidelines watching others

and waiting for a turn; and (3) allowing highly skilled students to dominate activities and games.

- A. All students are moving 90 percent of the time during the class period.
- B. All students are moving 75 percent of the time during the class period.
- C. All students are moving 60 percent of the time during the class period.
- D. All students are moving less than 50 percent of the time during the class period.

7. Our school provides students and their families opportunities to participate in a variety of physical activities.

Best Practice: Opportunities to participate in a variety of before and/or after-school physical activities such as: 1. family fitness nights 2. fun walks and runs 3. bike events 4. intramurals or clubs/teams 5. other special events

- A. Frequent (three to five days per week) before and/or after-school programs that promote physical activity from the list above.
- B. Regular (two days per week) before and/or after-school programs that promote physical activity from the list above.
- C. Special events occur at least once a month.
- D. Special events occur less than once a month.

8. Our physical education teachers consistently use instructional practices that are appropriate for students with special needs.

Best Practice: Special needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis. Instructional practices include: 1. Offering separate adapted physical education classes 2. Adapting physical education goals and objectives 3. Adapting tests, sports, and activities 4. Using modified equipment and facilities 5. Using a second teacher, aide, physical therapist, or occupational therapist to assist. 6. Using peer teaching.

- A. #1 is selected or four of the five others are selected.
- B. Three of the five other aforementioned components have been met.
- C. Two of the five aforementioned components have been met.
- D. Only one of the five aforementioned components have been met.
- E. None of the five components are met.

9. Our school integrates health and physical education concepts and other curriculum areas such as mathematics, science, history/social science, and English.

Best Practice: Concepts would emphasize lifelong healthy physical activity behaviors while promoting learning in the four core areas. One example is the use of an outdoor walking classroom as part of instruction in biology.

- A. Integrate health and physical education with all four core curriculum areas.
- B. Integrate health and physical education with three of the core curriculum area.
- C. Integrate health and physical education with two core curriculum areas.
- D. Integrate health and physical education with one core curriculum areas.
- E. No curriculum integration is being utilized.

10. The school has adequate equipment (e.g. balls, rackets, and other manipulatives) for every student to be active.

- A. Each child has his or her own equipment.
- B. There is equipment for 75 percent of the children (one piece of equipment for every two students)
- C. There is equipment for 50 percent of the children (one piece of equipment for every four students)
- D. There is enough equipment for 25 percent of the children (one piece of equipment for every four students)

11. Students use feedback technologies that promote student-centered approaches to learning about nutrition and physical activity.

Best Practice: Examples of technologies that provide feedback to students, enhance learning, and contribute to healthy nutrition and physical activity include pedometers, heart rate monitors, software monitors, software programs, and interactive web sites.

- A. Teachers incorporate nutrition or physical activity technologies in 75 percent of lessons.
- B. Teachers incorporate nutrition or physical activity technologies in 60 percent of lessons.
- C. Teachers incorporate nutrition or physical activity technologies in 50 percent of lessons.
- D. Teachers incorporate nutrition or physical activity technologies in less than 50 percent of lessons.
- E. No technology is used in teaching nutrition and physical education.

12. The boys and girls at our school participate in school or community-sponsored extracurricular physical activity programs and recreational sports.

Best Practice: School or community-sponsored extracurricular physical activity programs include interscholastic sports, intramural activities, community sports programs, dance, walking, cheerleading, and karate clubs are examples of activities.

- A. 50 percent of boys and/or girls participate in school or community-sponsored extracurricular physical activity programs and recreational sports.
- B. 40 percent of boys and/or girls participate in school or community-sponsored extracurricular physical activity programs and recreational sports.
- C. 30 percent of boys and/or girls participate in school or community-sponsored

- extracurricular physical activity programs and recreational sports.
- D. Less than 30 percent of boys and/or girls participate in school or community-sponsored extracurricular physical activity programs and recreational sports.
 - E. No school or community-sponsored physical activity programs or recreational sports are available.

13. Through school-community partnerships, students have opportunities to participate in activities that promote physical activity.

Best Practice: Community partnerships include PTA, non-profit organizations, and businesses.

- A. Three school-community partnerships.
- B. Two school-community partnerships.
- C. One school-community partnerships.
- D. No school-community partnerships.

14. The school participates in the USDA National School Lunch Program.

Best Practice: Standards 1. The lunch program is fully accessible to all students enrolled in school. Free and reduced-price meals are provided, to students who meet income requirements, in a manner that ensures these students are not identified by others. The school division met the performance standards of the most recent federal Coordinated Review Effort, or all corrective action required has been completed. 2. The lunch program meets the nutrition regulations of the School Meals Initiative. The school division met the performance standards of the most recent federal SMI review, or all required corrective action has been completed.

- A. Standards 1 and 2 are met.
- B. Both standards 1 and 2 are not met or the school does not participate in the USDA National School Lunch program

15. The school participates in the USDA School Breakfast Program.

Best Practice: 1. The breakfast program is fully accessible to all students enrolled in school. Free and reduced-price meals are provided to students who meet income requirements in a manner that ensures these students are not identified by others. The school division met the performance standards of the most recent federal Coordinate Review Effort, or all Corrective action required has been completed. 2. The breakfast program meets the nutrition regulations of the School Meals initiative. The school division met the performance standards of the most recent federal SMI review, or all required corrective action has been completed.

- A. Standards 1 and 2 are met.
- B. Both standards 1 and 2 are not met or the school does not participate in the USDA National School Lunch program

16. Students have adequate time to eat school meals.

Best Practice: 1. Bus transportation and class schedules are coordinated for breakfast and lunch so that all students have the opportunity to eat. 2. All students have at least 10 minutes to eat breakfast from the time they are seated. 3. All students have at least 20 minutes to eat lunch from the time they are seated.

- A. 3 standards are met.
- B. Two of three standards met.
- C. No standards met.

17. School meals include a variety of foods. A school meal is a set of foods that meets reimbursable school meal regulations. This does not include a la carte foods.

Best Practice: 1. A minimum of two different fruit choices (including one fresh) is offered daily for lunch. 2. A minimum of two different vegetable choices (including one fresh) is offered daily for lunch. 3. Two foods containing whole grain are offered weekly.

- A. 3 or more standards are met.
- B. At least one standard is met.
- C. No standards met.

18. Low-fat and skim milk are available at breakfast and lunch every day.

Best Practice: 1. Low-fat milk (1 percent of less) and skim milk are available at breakfast every day. 2. Low-fat milk (1 percent of less) and skim milk are available at lunch every day.

- A. Standards 1 and 2 are met.
- B. Only one standard is met.
- C. No standards met.

19. Meals include appealing, low-fat items. NOTE: School breakfasts should not be expected to include vegetables.

Best Practice: 1. Fresh or cooked vegetables with no fat added are offered. 2. Low-fat milk, skim milk, low-fat or no fat cheese or yogurt is offered.

- A. Both standards are met.
- B. At least 1 standard is met.
- C. No standards are met.

20. Food purchasing and preparation practices are used to reduce fat content. The school food service consistently follows these food purchasing and preparation practices to reduce the fat content of foods served.

Best Practice: 1. Spoon solid fat from chilled meat and poultry broth before using. 2. Use specifications requiring lower fat content in ordering processed foods such as hamburgers, pizza, and chicken nuggets. 3. Remove liquid fat from cooked ground beef before adding to other ingredients. 4. Remove skin from poultry before or after cooking or purchase poultry without the skin. 5. Steam, roast, bake, or broil meat rather than fry. 6. Use low-fat or reduced-fat cheese on pizza. 7. Prepare vegetables using little or no fat. 8. Cook with nonstick spray or pan liners rather than with grease or oil. 9. Offer low-fat and/or no fat salad dressings.

- A. 7 of the 9 standards are met.
- B. At least 5 of the 9 standards are met.
- C. At least 3 of the 9 standards are met.
- D. No standards are met.

21. The only beverages sold by the cafeteria and anywhere on campus during the school day are 100 percent fruit juices or fruit juice drinks with a minimum of 50 percent fruit juice, water, and low-fat or non-fat milk.

Best Practice: 1. 100 percent fruit juices are sold. 2. Beverages with a minimum of 50 percent fruit juice are sold. 3. Unflavored water is sold. 4. Low-fat and/or non-fat milk are sold. 5. No carbonated drinks are sold.

- A. 3 or more standards are met; #5 must be one of the three standards met.
- B. Fewer than 3 standards are met or 3 standards are met that do not include #5
- C. No standard is met.

22. The only snacks sold in the cafeteria and anywhere on campus during the school day contain fewer than 300 calories per item.

Best Practice: 1. The cafeteria sells only snacks with fewer than 300 calories per item. 2. The school (but not the cafeteria) sells only snacks with fewer than 300 calories per item. 3. The cafeteria and the entire school campus sell only snacks with fewer than 300 calories per item. 4. No snacks are sold on the entire campus.

- A. Standard 4 is met.
- B. Standard 3 is met.
- C. Standards 1 and/or 2 are met.
- D. No standards are met.

23. The only snacks sold in the cafeteria and anywhere on campus during the school day contain no more than 30 percent of calories from fat (except nuts and seeds) and no more than 10 percent of calories from saturated fat per serving.

Best Practice: 1. The cafeteria sells only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat per serving. 2. The school (but not the cafeteria) sells only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated

fat per serving. 3. The cafeteria and the entire school campus sell only snacks with no more than 30 percent of calories from fat and no more than 10 percent of calories from saturated fat per serving. 4. No snacks are sold anywhere on campus during the school day.

- A. Standard 4 is met.
- B. Standard 3 is met.
- C. Standards 1 and/or 2 are met.
- D. No standards are met.

24. The only snacks sold in the cafeteria and anywhere on campus during the school day are no more than 35 percent by weight sugar per serving.

Best Practice: 1. The cafeteria sells only snacks with no more than 35 percent by weight sugar per serving. 2. The school (but not the cafeteria) sells only snacks with no more than 35 percent by weight sugar per serving. 3. The cafeteria and the entire school campus sell only snacks with no more than 35 percent by weight sugar per serving. 4. No snacks are sold anywhere on campus during the school day.

- A. Standard 4 is met.
- B. Standard 3 is met.
- C. Standards 1 and/or 2 are met.
- D. No standards are met.

25. Fund-raising organizations are encouraged to limit the sale of high fat or high calorie foods and have minimum nutrition standards for all foods sold.

Best Practice: 1. The school provides fund-raising organizations with information related to current childhood nutrition issues and the importance of nutrition integrity for all foods available to students. 2. The school provides fund-raising organizations with examples of foods that meet minimum nutritional standards and portion sizes. 3. The school does not allow fund-raising organizations to sell high fat or high calorie foods that do not meet minimum nutrition standards.

- A. Standards 1 and 2 or standard 3 is met.
- B. Standard 1 or 2 is met.
- C. No standards are met.

26. There is collaboration between the cafeteria and the classroom to reinforce nutrition education.

Best Practice: The cafeteria manager and school nutrition staff: 1. Sponsor cafeteria promotions that teach and/or reinforce nutrition concepts. 2. Display on the serving line and in the cafeteria nutrition education media such as posters, student artwork or nutrition projects and other media. 3. Involve the students or classes in planning school menus that are featured several times a year. 4. Give presentations to students about the school nutrition program and healthy eating. 5. Provide cafeteria tours for classes.

- A. 3 standards are met.
- B. Fewer than 3 standards are met.
- C. No standards are met.

27. Adults eat with students and serve as role models for healthy eating practices.

Best Practice: 1. Parents are regularly invited to school to eat lunch with their children. 2. The school does not allow school staff to bring carbonated beverages in the cafeteria. 3. The school distributes information to parents about how they can be role models to their children by choosing to eat school meals rather than bring in food such as fast food. 4. The school prohibits school staff and adult visitors from bringing in food from restaurants to eat in the cafeteria during school lunch and breakfast.

- A. 3 or more standards are met.
- B. Fewer than 3 standards are met.
- C. No standards are met.

28. The school's Healthy and Fit Advisory Committee includes students.

Best Practice: 1. Students are members of the Healthy and Fit advisory Committee that meets at least once a year. 2. The Healthy and Fit Advisory Committee addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.

- A. Standards 1 and 2 are met.
- B. Only one standard is met.
- C. No standards are met.

29. Nutrition information is provided regularly through written and other communication with parents.

Best Practice: 1. The principal provides a newsletter or school update to parents periodically that includes information promoting school breakfast and the nutritional value of school meals. 2. The principal provides a newsletter or school update to parents periodically that includes nutrition information about the relationship of nutrition and children's academic success.

- A. Standards 1 and 2 are met.
- B. Standard 1 or 2 is met.
- C. No standards are met.

30. The school has a Healthy and Fit Advisory Committee that includes parents.

Best Practice: 1. The school has a Healthy and Fit Advisory Committee that includes parents as members in meetings at least once per year. 2. The Healthy and Fit

Advisory Committee addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.

- A. Standards 1 and 2 are met.
- B. Only one standard is met.
- C. No standards are met.

31. Partnerships are developed with allied groups to strengthen the mission of improving the nutritional status of children.

Best Practice: 1. The school has an active PTA or other parent organization that is addressing childhood nutrition issues and is providing education and support for addressing the issues at school, at home and in the community. 2. The school has partnerships with allied community groups like the Health Department, the American Heart Association and the American Cancer Society to find strategies to address childhood nutrition issues.

- A. 2 standards are met.
- B. Only one standard is met.
- C. No standards are met.

32. Menus are provided monthly on the school's Web site, newsletter, local newspaper or other communication sources for parents and the community.

Best Practice: 1. Menus, with nutritional information and educational messages, are provided monthly to parents and community. 2. Menus are provided monthly to parents and community.

- A. Standards 1 and 2 are met.
- B. Neither 1 nor 2 is met.