

Governor's Nutrition and Physical Activity Scorecard

Purpose: To recognize and reward schools for implementing best practices that support proper nutrition and increased physical activity to promote student health and improved academic performance.

Target Audience: All public elementary, middle, and secondary schools.

Brief Description: Research-based “best practices” that support proper nutrition and increased physical activity for K-12 students form the basis of a Web-based Governor's Nutrition and Physical Activity Scorecard. Schools are encouraged to use the Web-based scorecard as a tool for identifying best practices and measuring progress towards meeting the nutrition and physical activity needs of students. The best practices and policies recommended by Virginia Action for Healthy Kids, national and state organizations, and the Joint Committee of the Board of Education and Board of Health are incorporated into the scorecard. A point system has been created to evaluate and recognize school-based efforts. A tiered recognition program has been developed (e.g., gold, silver, bronze) that rewards schools based on the best practices implemented. The Governor's Nutrition and Physical Activity Scorecard is an incentive program intended to drive best practices and policy changes at the school and division levels, enhance student health, and improve academic achievement.

Participation in the Program: Schools that participate in the Governor's Nutrition and Physical Activity Award program must meet the following requirement:

- Establish a team consisting of, at a minimum, the school principal or designee, the school nutrition manager, the school health and physical education program coordinator, the division school nutrition director, and the division health and physical education program coordinator. This team will complete the scorecard identifying nutrition and physical activity practices that promote student health.

Scorecard Completion: Best practice items to promote physical activity and good nutrition are listed on the scorecard, and weighted with a point value of “10,” “5,” or “2.” Each item includes explanations, definitions, and additional information. The total number of points accumulated after completion of the scorecard will be automatically calculated.

To be eligible for receipt of an award: A school must have accumulated a minimum of 50 points from the physical activity section and 50 points from the nutrition section

Tabulation of the Manual Scorecard: Circle the number of points earned for responses to each question. At the end of each section, physical activity and nutrition, add the number of points. Each section must total a minimum of 50 points. Complete the grand total by combining the points earned for both sections. Compare total points to the following levels of awards.

Awards: There will be three levels of awards, depending on total point accumulations. These are:

Gold	180 to 200 points
Silver	160 to 179 points
Bronze	140 to 159 points

NOTE: Schools must submit responses online using the assigned login and password. Responses will be tabulated in the online scorecard and verified with school officials before an award is final. The Web site for the online Scorecard is: <http://www.virginia.gov/doe/login.html>

Physical Activity Scorecard

Circle Points Earned	<p>1. All students receive physical education for at least 150 minutes/week (elementary) and 225 minutes/week (middle and high school) throughout the school year. Persons with the answers: Principal/Central office HPE administrator</p>
	Physical education = structured physical education classes, not recess
10	150 min./week for elementary and 225 min./week for middle and high school
5	90 min./week for elementary and 135 min./week for middle and high school
2	60 min./week for elementary and 90 min./week for middle and high school
0	Less than 60 min./week for elementary and less than 90 min./week for middle and high school

Circle Points Earned	<p>2. Elementary school provides a minimum of 30 minutes of daily recess that promotes physical activity beyond what is provided through physical education classes. Persons with the answers: Principal/Central office HPE administrator</p>
10	30 minutes of daily recess that promotes physical activity, which could be structured and/or non-structured activities
5	20 minutes of daily recess that promotes physical activity, which could be structured and/or non-structured activities
2	30 minutes of daily recess
0	Less than 30 minutes of daily recess

Circle Points Earned	<p>3. Middle and high school students design and implement individualized physical activity/fitness plans. Person with the answers: Health and Physical Education Teacher</p>
	Physical education teachers provide ongoing feedback and monitor students' progress in implementing their plans. Individualized physical activity/fitness plans contain: Check all that apply.
	<input type="checkbox"/> Ongoing assessment of health-related fitness.
	<input type="checkbox"/> Long-term and short-term personal goals for participating regularly in physical activities and maintaining or improving health-related fitness.
	<input type="checkbox"/> Specific actions to achieve those goals (to include physical activity homework).
	<input type="checkbox"/> Timeline for taking specific actions, assessing progress, and achieving goals.
	<input type="checkbox"/> Methods that will be used to record actions taken and assess progress.
10	All of the above components have been met.
5	Four of the five above components have been met.
2	Three of the five above components have been met.
2	Less than three of the five above components have been met.

Circle Points Earned	<p>4. Teachers use instructional practices that provide for maximum participation for every student in all physical activities. Person with the answers: Health and Physical Education Teacher</p>
	Practices = maximize inclusion with all students active in developmentally appropriate activities that avoid: using games that eliminate students; having many students stand in line or on the sidelines watching others and waiting for a turn; and allowing highly skilled students to dominate activities and games.
10	All students are moving 90 percent of the time during the class period.
5	All students are moving 75 percent of the time during the class period.
2	All students are moving 60 percent of the time during the class period.
0	All students are moving less than 60 percent of the time during the class period

Circle Points Earned	5. The school provides students and their families opportunities to participate in a variety of physical activities. Persons with the answers: Principal and/or Health and Physical Education Teacher
	Opportunities to participate in a variety of before and/or after-school physical activities such as
	<input type="checkbox"/> Family fitness night
	<input type="checkbox"/> Fun walks and runs
	<input type="checkbox"/> Bike events
	<input type="checkbox"/> Intramurals or clubs/teams
	<input type="checkbox"/> Other special events
10	Frequent (three to five days per week) before and/or after-school programs that promote physical activity from the list above.
5	Regular (two days per week) before and/or after-school programs that promote physical activity from the list above.
2	Special events occur at least once a month.
0	Special events occur less than once a month.

Circle Points Earned	6. The physical education teachers consistently use instructional practices that are appropriate for students with special needs. Person with the answers: Health and Physical Education Teacher
	Special needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis. Check all that apply: Instructional practices include:
	<input type="checkbox"/> (1) Offering separate adapted physical education classes
	<input type="checkbox"/> (2) Adapting physical education goals and objectives
	<input type="checkbox"/> (3) Adapting tests, sports, and activities
	<input type="checkbox"/> (4) Using modified equipment and facilities
	<input type="checkbox"/> (5) Using a second teacher, aide, physical therapist, or occupational therapist to assist
	<input type="checkbox"/> (6) Using peer teaching (e.g., teaming students without special needs with students who have such needs)
10	(1) is selected or four of the five others are selected.
5	Three of the five other aforementioned components have been met.
2	Two of the five aforementioned components have been met.
0	Less than two of the aforementioned components have been met.

Circle Points Earned	7. Schools integrate health and physical education concepts and other curriculum areas such as mathematics, science, history/social science, and English. Persons with the answers: Principal and/or Health and Physical Education Teacher
	Concepts would emphasize physical activities and skills that provide students with the foundation upon which to develop 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.
10	Integrate health and physical education and all four core curriculum areas.
5	Integrate health and physical education and three of the core curriculum area.
2	Integrate health and physical education and two core curriculum areas.
0	Integrate health and physical education and fewer than two core curriculum areas.

Circle Points Earned	8. The school has adequate equipment (e.g., balls, rackets, and other manipulatives) for every student to be active. Person with the answers: Health and Physical Education Teacher
10	Each child has his or her own equipment.
5	There is equipment for 50 percent of the children (one piece of equipment for every two students).
2	There is equipment for 25 percent of the children (one piece of equipment for every four students).
0	There is not enough equipment for 25 percent of the children (one piece of equipment for every four students).

Circle Points Earned	9. Students use feedback technologies, such as pedometers, that promote student-centered approaches to learning about nutrition and physical activity. Person with the answers: Health and Physical Education Teacher
	Teachers integrate technologies into nutrition and physical activity learning activities. Examples of technologies that provide feedback to students, enhance learning, and contribute to healthy nutrition and physical activity choices include pedometers, heart rate monitors, and software programs. (Note: Where appropriate at the elementary level)
10	Teachers incorporate nutrition or physical activity technologies in 90 percent of lessons.
5	Teachers incorporate nutrition or physical activity technologies in 75 percent of lessons.
2	Teachers incorporate nutrition or physical activity technologies in 50 percent of lessons.
0	Teachers incorporate nutrition or physical activity technologies in less than 50 percent of lessons.

Circle Points Earned	10. At least 50 percent of boys and 50 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports. Persons with the answers: Principal and/or Health and Physical Education Teacher
	School or community-sponsored extracurricular physical activity programs include intramural activities and physical activity clubs like dance, hiking, and karate.
10	Fifty percent of boys and 50 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
5	Forty percent of boys and 40 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
2	Thirty percent of boys and 30 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.
0	Less than thirty percent of boys and less than 30 percent of girls participate in school or community-sponsored extracurricular physical activity programs and interscholastic sports.

Circle Points Earned	11. Through school-community partnerships, students have opportunities to participate in activities that promote physical activity. Persons with the answers: Principal and/or Health and Physical Education Teacher
	Community partnerships include PTA, non-profit organizations, and businesses.
10	Five school-community partnerships
5	Three school-community partnerships
2	Two school-community partnerships
0	Less than two school-community partnerships

Points	Physical Activity Scorecard
	Total number of points earned for the Physical Activity section.

Nutrition Scorecard

SNP= School Nutrition Program

Circle Points Earned	12. The school participates in the USDA National School Lunch Program. Person with the answers: Local school division SNP supervisor/director
	Check all standards that apply
	<input type="checkbox"/> (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.
	<input type="checkbox"/> (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.
10	Standards (1) and (2) are met.
0	Fewer than two standards are met.

Circle Points Earned	13. The school participates in the USDA School Breakfast Program. Person with the answers: Local school division SNP supervisor/director
	Check all standards that apply:
	<input type="checkbox"/> (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 Coordinated Review Effort, or, all corrective action required has been completed.
	<input type="checkbox"/> (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.
10	Standards (1) and (2) are met.
0	Fewer than two standards are met.

Circle Points Earned	14. A computerized point of service meal counting program is used in the cafeteria in a manner that provides ultimate protection of identity of students' eligibility category. Persons with the answers: SNP supervisor/director & cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> (1) The school has a USDA approved computerized point of service system.
	<input type="checkbox"/> (2) At the point of service all students in all eligibility categories receiving breakfast and lunch meals access their "accounts" with a PIN or ID card. (The cashier may key in numbers for younger or special needs students).
5	Standards (1) and (2) are met.
0	Fewer than two standards are met.

Circle Points Earned	15. Students have adequate time to eat school meals. Persons with the answers: Principal and cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> Bus transportation and class schedules are coordinated for breakfast and lunch so that all students have the opportunity to eat.
	<input type="checkbox"/> All students have at least 10 minutes to eat breakfast from the time they are seated.
	<input type="checkbox"/> All students have at least 20 minutes to eat lunch from the time they are seated
5	Three standards are met.
0	Fewer than three standards are met.

Circle Points Earned	16. 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. Persons with the answers: Cafeteria manager and SNP director/supervisor
	Check all standards that apply:
	<input type="checkbox"/> A minimum of two entrees is offered daily for lunch.
	<input type="checkbox"/> A minimum of two entrees is offered daily for breakfast.
	<input type="checkbox"/> A minimum of two different fruit choices (including one fresh) is offered daily for lunch.
	<input type="checkbox"/> A minimum of two different vegetable choices (including one fresh) is offered daily for lunch.
	<input type="checkbox"/> Five foods containing whole grain are offered weekly.
2	Four or more standards are met.
0	Fewer than four standards are met.

Circle Points Earned	17. Low-fat and skim milk are available at breakfast and lunch every day. Persons with the answers: Cafeteria manager and SNP supervisor/director
	Check all standards that apply:
	<input type="checkbox"/> (1) Low-fat milk (1% or less) and skim milk are available at breakfast every day.
	<input type="checkbox"/> (2) Low-fat milk (1 percent or less) and skim milk are available at lunch every day.
2	Standards (1) and (2) are met.
0	Fewer than two standards are met.

Circle Points Earned	18. Meals include appealing, low-fat items. Persons with the answers: SNP director/supervisor and cafeteria manager
	NOTE: School breakfasts should not be expected to include vegetables.
	Check all standards that apply:
	<input type="checkbox"/> Appealing, low-fat items that are acceptable to a majority of students are identified by some kind of evaluation such as analysis of plate waste or student choices.
	<input type="checkbox"/> Fresh fruit or 100 percent fruit juice with no sugar added is offered.
	<input type="checkbox"/> Fresh or cooked vegetables with no fat added are offered.
	<input type="checkbox"/> Low-fat milk, skim milk, low-fat or no fat cheese or yogurt is offered.
2	Three or more standards are met.
0	Fewer than three standards are met.

Circle Points Earned	19. Food purchasing and preparation practices are used to reduce fat content. Persons with the answers: SNP supervisor/director and cafeteria manager
	The school food service consistently follows these food purchasing and preparation practices to reduce the fat content of foods served.
	Check all standards that apply:
	<input type="checkbox"/> Spoon solid fat from chilled meat and poultry broth before using.
	<input type="checkbox"/> Use specifications requiring lower fat content in ordering processed foods such as hamburgers, pizza, and chicken nuggets.
	<input type="checkbox"/> Remove liquid fat from cooked ground beef before adding to other ingredients.
	<input type="checkbox"/> Remove skin from poultry before or after cooking or purchase poultry without the skin.
	<input type="checkbox"/> Steam, roast, bake, or broil meat rather than fry.
	<input type="checkbox"/> Use low-fat or reduced-fat cheese on pizza.
	<input type="checkbox"/> Prepare vegetables using little or no fat.
	<input type="checkbox"/> Cook with nonstick spray or pan liners rather than with grease or oil.
	<input type="checkbox"/> Offer low-fat and/or no fat salad dressings.
2	Seven or more standards are met.
0	Fewer than seven standards are met.

Circle Points Earned	20. Nutrient analysis software is used in planning menus that meet the <i>School Meals Initiative</i> requirements. Person with the answers: SNP director/supervisor
	Check all standards that apply:
	<input type="checkbox"/> Menus are planned and analyzed every month using USDA approved software such as Nutri-Kids.
	<input type="checkbox"/> Nutrient analysis of cycle menus is done or updated at least twice per year using a USDA approved software such as Nutri-Kids.
	<input type="checkbox"/> A weighted nutrient analysis is done to determine the nutritional adequacy of foods students select and not just the menu offered.
2	Two or more standards are met
0	Fewer than two standards are met

OTHER FOODS AVAILABLE TO STUDENTS DURING THE SCHOOL DAY

Circle Points Earned	21. All foods provided (parties, snacks, and treats) or sold on campus during the school day must meet minimum nutrient standards. Persons with the answers: Principal, SNP director/supervisor and cafeteria manager
	The foods and beverages sold must be a recognized component of the food based meal pattern or must contain 5 percent of the Daily Value, per serving or per 100 calories, of at least one of these eight essential nutrients: iron, calcium, protein, vitamin A, vitamin C, niacin, thiamine, or riboflavin.
	Check all minimum nutrient standards that apply:
	<input type="checkbox"/> (1) All foods and beverages sold by the cafeteria during lunch and at other times.
	<input type="checkbox"/> (2) All foods and beverages sold by the school, including vending.
	<input type="checkbox"/> (3) Classroom parties and other special events.
	<input type="checkbox"/> (4) Snacks provided to students (including Afterschool Snack Program if offered)
10	Three or more standards are met; standard (1) must be one of the three.
0	Fewer than three standards are met or the three standards met do not include (1).

Circle Points Earned	22. The only beverages sold by the cafeteria <u>and</u> anywhere on campus during the school day are 100 percent fruit juices or fruit juice drinks with a minimum of 25 percent fruit juice, water, and low-fat or non-fat milk. Persons with the answers: Principal and SNP director/supervisor and cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> (1) 100 percent fruit juices are sold.
	<input type="checkbox"/> (2) Beverages with a minimum of 25 percent fruit juice are sold.
	<input type="checkbox"/> (3) Unflavored water is sold.
	<input type="checkbox"/> (4) Low-fat or non-fat milk are sold.
	<input type="checkbox"/> (5) No carbonated drinks are sold.
10	Three or more standards are met; number (5) must be one of the three standards.
0	Fewer than three standards are met or the three standards met do not include (5).

Circle Points Earned	23. The only snacks sold in the cafeteria and anywhere on campus during the school day are less than 300 calories per item. Persons with the answers: Principal and SNP director/supervisor and cafeteria manager
	Check all standards that apply:
	1. The cafeteria sells only snacks with less than 300 calories per item.
	2. The school (but not the cafeteria) sells only snacks with less than 300 calories per item.
	3. The cafeteria and the entire school campus sell only snacks with less than 300 calories per item.
	4. Neither the cafeteria nor the school meets the 300 calorie per item standard. (<i>DNA 0 pts.</i>)
5	Standard (3) is met.
0	Standards (1) and (2) are met; standard (3) is not met.

Circle Points Earned	24. The only snacks sold in the cafeteria and anywhere on campus during the school day have 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. Persons with the answers: Principal, SNP director/supervisor and cafeteria manager Evaluation Tool: ..\..\excel\Nutrition Worksheets\Nutrition Standards Assessment Tool-Sample.xls
	Check all standards that apply:
	<input type="checkbox"/> (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.
	<input type="checkbox"/> (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
	<input type="checkbox"/> (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.
5	Standard (3) is met.
0	Standards (1) and/or (2) are met; standard (3) is not met.

Circle Points Earned	25. 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. Persons with the answers: Principal, SNP director/supervisor and cafeteria manager Evaluation Tool: ..\..\excel\Nutrition Worksheets\Nutrition Standards Assessment Tool-Sample.xls
	Check all standards that apply:
	<input type="checkbox"/> (1) The cafeteria sells only snacks with no more than 35 percent by weight sugar per serving.
	<input type="checkbox"/> (2) The school (but not the cafeteria) sells only snacks with no more than 35 percent by weight sugar per serving.
	<input type="checkbox"/> (3) The cafeteria and the entire school campus sell only snacks with no more than 35 percent by weight sugar per serving.
5	Standard (3) is met.
0	Standard (1) or (2) is met; standard (3) is not met.

Circle Points Earned	26. 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. Person with the answers: Principal
	Check all standards that apply:
	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 nutrient standards and portion sizes.
	3. The school prohibits fund-raising organizations to sell high fat or high calorie foods that do not meet minimum nutrition standards.
5	Standard (1) and (2) or standard (3) is met.
0	Standard (1) or (2) is met; standard (3) is not met.

NUTRITION EDUCATION- Students

Circle Points Earned	27. There is collaboration between the cafeteria and the classroom to reinforce nutrition education. Persons with the answers: Principal, SNP director/supervisor and cafeteria manager
	Check all standards that apply:
	The cafeteria manager and school nutrition staff:
	<input type="checkbox"/> Sponsor cafeteria promotions that teach and/or reinforce nutrition concepts.
	<input type="checkbox"/> Display on the serving line and in the cafeteria nutrition education media such as posters, student artwork or nutrition projects and other media.
	<input type="checkbox"/> Coach students or classes in planning school menus that are featured several times a year.
	<input type="checkbox"/> Give presentations to students about the school nutrition program and healthy eating.
	<input type="checkbox"/> Provide cafeteria tours for classes.
2	Three standards or more are met
0	Fewer than three standards are met

Circle Points Earned	28. Adults eat with students and serve as role models for healthy eating practices. Persons with the answers: Principal and cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> Parents are regularly invited to school to eat lunch with their children.
	<input type="checkbox"/> The school has a policy that does not allow school staff to bring carbonated beverages in the cafeteria.
	<input type="checkbox"/> 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.
	<input type="checkbox"/> The school has a policy that prohibits school staff and adult visitors from bringing in food from restaurants to eat in the cafeteria during school lunch and breakfast.
2	Three standards or more are met.
0	Fewer than three standards are met.

Circle Points Earned	29. Students are given nutrition education opportunities and resources beyond minimum required classroom instruction. Persons with the answers: Principal, SNP supervisor/director, cafeteria manager, guidance counselor, health/physical education teachers, school nurse
	Check all standards that apply:
	<input type="checkbox"/> The school Web site has a link to age appropriate nutrition education Web sites.
	<input type="checkbox"/> School health fairs are sponsored that have a nutrition education component.
	<input type="checkbox"/> School job fairs are sponsored that feature nutrition related professions.
2	Two standards or more are met.
0	Fewer than two standards are met.

Circle Points Earned	30. The school has an active Nutrition Advisory Council (or cafeteria committee) that includes students. Persons with the answers: SNP supervisor/director and cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> (1) Students are members of a Nutrition Advisory Council or cafeteria committee that meets a minimum of twice a year.
	<input type="checkbox"/> (2) The Nutrition Advisory Council or cafeteria committee addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.
2	Standards (1) and (2) are met.
0	Fewer than two standards are met.

NUTRITION EDUCATION- Parents/Community

Circle Points Earned	31. Nutrition information is provided regularly through written and other communication with parents. Person with the answers: Principal
	Check all standards that apply:
	<input type="checkbox"/> (1) The principal provides a newsletter or school update to parents at each grading period that includes information promoting school breakfast and the nutritional value of school meals.
	<input type="checkbox"/> (2) The principal provides a newsletter or school update to parents at each grading period that includes nutrition information about the relationship of nutrition and children's academic success.
2	Standards (1) and (2) are met.
0	Standard (1) or (2) is met.

Circle Points Earned	32. The school has a Nutrition Advisory Council (or similar committee) that includes parents. Persons with the answers: SNP supervisor/director and cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> (1) The school has a Nutrition Advisory Council (or similar committee) that includes parents as members in meetings at least once per year.
	<input type="checkbox"/> (2) The Nutrition Advisory Council (or similar committee) addresses the issues of unhealthy eating practices and provides ideas for getting students to eat healthier.
	Check all standards that apply:
2	Standard (1) or (2) is met.
0	Neither standard (1) nor (2) is met.

Circle Points Earned	33. Partnerships are developed with allied groups to strengthen the mission of improving the nutritional status of children. Persons with the answers: Principal, PTA (PTO) president, SNP supervisor/director, cafeteria manager, health/physical education teachers, school nurse, guidance counselor
	Check all standards that apply:
	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 partners 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.
2	Two standards are met.
0	Fewer than two standards are met.

Circle Points Earned	34. Menus and nutrition messages are posted monthly on the school's Web site. Persons with the answers: Principal, SNP director/supervisor, cafeteria manager
	Check all standards that apply:
	<input type="checkbox"/> Menus are posted monthly on the school Web site.
	<input type="checkbox"/> Nutrition messages are posted monthly on the school Web site.
2	Both standards are met.
0	Fewer than

Points **Nutrition Scorecard**

Points	Total number of points earned for the Nutrition section.
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Points **GRAND TOTAL: Physical Activity + Nutrition Points**

Points	Total number of points earned for the Governor's Scorecard
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	Circle the award that matches the number of points earned.
180-200	GOLD AWARD
160-179	SILVER AWARD
140-159	BRONZE AWARD