# **Virginia Department of Education, Office of School and Community Nutrition Programs logo**

# **Governor’s Scorecard on Nutrition and Physical Activity Questions (Preview)**

## *Assessing the Nutrition and Physical Activity Environment in Virginia’s Schools. Recognizes and rewards schools for implementing best practices that support proper nutrition and meaningful physical activity to promote student health and improved academic performance.*

The Governor’s Scorecard measures initiatives taken beyond requirements to promote a culture of health and wellness through food quality, participation in meal programs, health and physical education, and physical activity. The Scorecard is based on the Centers for Disease Control and Prevention’s (CDC’s) Whole School, Whole Community, Whole Child model and supports and promotes mental and physical wellness to increase opportunities for all students to achieve. Schools are encouraged to use the scorecard as a tool for identifying best practices and measuring progress towards meeting the nutrition and physical activity needs of students.

The Governor’s Scorecard replaces the USDA HealthierUS School Challenge and identifies best practices, establishes benchmarks, and provides recognition to schools that exceed minimum requirements related to nutrition and physical activity. The updated version contributes to the category of Innovative Practice in the [Exemplar Performance School Recognition program](http://www.doe.virginia.gov/boe/committees_standing/accountability/2017/11-nov/recognition-criteria.pdf). The criteria for the exemplar performance awards are designed to incentivize schools to make the changes in instruction, policy, support services and practice required to make progress toward meeting the Board of Education’s objective of achieving equity in opportunities and outcomes for all students.

This document contains a preview of all questions included in the Scorecard. Please note that this is ***not*** the official Scorecard and that you **must complete the official web-based Scorecard to receive a score and award designation.**

## Contact and Wellness Team Member Information

**Please select your**[**Superintendent's Region**](http://www.doe.virginia.gov/directories/va_region_map.pdf)**, division, and school/site from the dropdown lists below.**

* Region (dropdown list)
* Division (dropdown list)
* School/Site (dropdown list)

**Please enter the following information.**

* School/Site Principal:
* Nutrition/Foodservice Director:
* School/Site Nutrition Manager:
* Wellness Policy Coordinator:
* Health and Physical Education Program Coordinator:
* Names and Positions of other Team Members:

**Team Leader Name:**

**Team Leader Email:**

**Team Leader Phone:**

## Nutrition-Related Questions

1. **From the list below, select the alternative breakfast model(s) that your school/site participates in on a daily basis. (select all that apply)**
2. Breakfast in the Classroom
3. Grab-and-Go Breakfast
4. Second Chance Breakfast
5. Breakfast after the Bell
6. None of these apply.

Please describe the alternative breakfast models offered at your school/site on a daily basis.***[Textbox for response]***

Upload a photo(s) depicting at least one alternative breakfast model. ***[File upload for response]***

Please describe any best practices you used in launching your alternative breakfast program(s). ***[Text box for response]***

1. **From the list below, select the options offered in your school/site breakfast program. (select all that apply)**
	1. Three or more entrées are offered daily.
	2. One or more hot entrée item(s) is offered daily.
	3. Two or more whole fresh fruit options are offered daily (does ***not*** include canned fruit or fruit juice).
	4. One or more fresh cut/sliced fruit option(s) is offered daily (does ***not*** include canned or frozen fruit).
	5. One or more non-starchy vegetable(s) is offered at least weekly.
	6. All grain items offered are whole grain-rich (>50 percent whole grain).
	7. One or more plant-based protein component(s)/meat alternate(s) is offered at least weekly.
	8. None of these apply.

Please describe or upload a copy of a breakfast menu that includes one or more of the offerings listed that are available at your school/site. ***[Textbox and file upload for response]***

1. **Please select the frequency at which protein items are offered in your school/site breakfast program.**

*Note: A protein item is also known as a meat/meat alternate and includes items such as eggs, cheese, yogurt, nut butter, sausage patty, etc.*

* 1. Daily
	2. 3-4 days/week
	3. 1-2 days/week
	4. Less than 1 day/week

Please describe or upload a copy of a breakfast menu that includes one or more protein item(s). ***[Textbox and file upload for response]***

1. **From the list below, select the options offered in your school/site lunch program. (select all that apply)**

***Note:*** *A plant-based protein is also known as a meat alternate and includes items such as beans, legumes, tofu, yogurt, etc.*

1. Two or more entrées are offered daily.
2. Two or more whole fresh fruit options are offered daily (does ***not*** include canned fruit or fruit juice).
3. One or more fresh cut/sliced fresh fruit option(s) is offered daily (does ***not*** include canned or frozen fruit).
4. One or more fresh/raw vegetable option(s) is offered daily (does ***not*** include canned or cooked from frozen).
5. Two or more vegetable options are offered daily (may include canned or cooked from frozen).
6. All grain items offered are whole grain-rich (>50 percent whole grain).
7. One or more plant-based protein item(s) is offered as part of an entrée component at least once per week.
8. None of these apply.

Please describe or upload a copy of a lunch menu that includes one or more of the offerings listed. ***[Textbox and file upload for response]***

1. **From the list below, select the practice(s) that are used at your school/site to encourage the selection of foods from the service line. (select all that apply)**
2. Fruits are displayed in visually-appealing containers, such as baskets or colorful trays, instead of in metal serving pans.
3. Fruits offered are not bruised or browning.
4. Consideration is taken so that hot vegetables are not overcooked or mushy.
5. Visually unappealing items are removed from the service line (e.g., burnt pizza, brown or wilted salad mix, etc.)
6. The healthiest options are placed at the beginning and end of the service line.
7. White milk and water are the easiest and most convenient beverages for students to select.
8. A variety of colors of fruits and vegetables are offered daily.
9. None of these apply.

Please describe any best practices that your school/site uses for maintaining an organized and attractive service line. ***[Textbox for response]***

Upload a photo highlighting the promotion of attractive, healthy options on your service line. ***[File upload for response]***

1. **From the list below, select the option that best reflects the amount of time students have to eat breakfast and lunch at your school/site.**

***Note:*** *CDC Healthy Schools defines* [*adequate time to eat school meals*](https://www.cdc.gov/healthyschools/nutrition/school_lunch.htm) *as at least 10 minutes to eat once seated for breakfast and at least 20 minutes to eat once seated for lunch.*

1. Once they receive a meal and are seated, 100 percent of students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.
2. Once they receive a meal and are seated, 75-99 percent of students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.
3. Once they receive a meal and are seated, 50-74 percent of students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.
4. Once they receive a meal and are seated, less than 50 percent of students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.

Please enter the number of minutes students at your school/site have to eat breakfast.

***Note:*** *Enter the least amount of time scheduled for students at your school/site. For example, if 3rd graders receive 15 minutes and 5th graders receive 20 minutes, you should enter 15 minutes.* ***[Textbox for response]***

Please enter the number of minutes students at your school/site have to eat lunch.

***Note:*** *Enter the least amount of time scheduled for students at your school/site. For example, if 3rd graders receive 25 minutes and 5th graders receive 30 minutes, you should enter 25 minutes.* ***[Textbox for response]***

Please describe any best practices used at your school/site for ensuring students have adequate time to eat breakfast and lunch. ***[Textbox for response]***

1. **From the list below, select the option that best reflects the percentage of students at your school/site who participate in recess or physical education (P.E.) before lunch.**

***Note:*** *CDC Healthy Schools recommends that schools* [*offer recess and/or P.E. before lunch*](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf) *as this practice can reduce plate waste, increase food consumption, decrease lunch line wait times, and reduce discipline referrals.*

1. One-hundred percent (100%) of students at my school/site participate in recess and/or P.E. before lunch.
2. Seventy-five to 99 percent (75-99%) of students at my school/site participate in recess and/or P.E. before lunch.
3. Fifty to 74 percent (50-74%) of students at my school/site participate in recess and/or P.E. before lunch.
4. Less than 50 percent of students at my school/site participate in recess and/or P.E. before lunch.

Please describe or upload a copy of a school schedule with recess and/or P.E. scheduled before lunch. ***[Textbox and file upload for response]***

1. **From the list below, select the menu development practice(s) that are used at your school/site to reflect the cultural diversity of the student population. (select all that apply)**
2. Menus are updated according to taste test results at least once per school year.
3. Menus are updated according to student and/or parent feedback via comment box or other feedback format.
4. Cultural holiday menus (e.g., Thanksgiving, Hanukkah, Chinese New Year, etc.) are incorporated into menu(s) at least once per school year.
5. In addition to English, menus are available in other languages commonly spoken in the community.
6. None of these apply.

Please describe any best practices implemented at your school/site for identifying menu items that are culturally relevant to your student population. ***[Textbox for response]***

1. **Please select the frequency at which preparation method(s) to reduce saturated fat content in school meals are used instead of deep fat frying at your school/site.**

***Note:*** *Preparation methods that reduce saturated fat content include steaming, roasting, baking, broiling, etc.*

***Note:*** *Deep fat frying is “a cooking method that can be used to cook foods such as fried chicken, French fries, and potato chips. The process involves submerging a food in extremely hot oil until it reaches a safe minimum internal temperature.” (*[*USDA Food Safety and Inspection Service, 2020*](https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/deep-fat-frying-and-food-safety/ct_index)*)*

***Note:*** *Saturated fat “comes mainly from animal sources of food, such as red meat, poultry and full-fat dairy products. Saturated fat raises high-density lipoprotein (HDL or "good") cholesterol and low-density lipoprotein (LDL or "bad") cholesterol levels, which may increase your risk of cardiovascular disease”. (*[*Mayo Clinic, 2020*](https://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/fat/art-20045550)*)*

***Note:*** *The* [*USDA School Meals Pattern*](https://www.fns.usda.gov/nslp/national-school-lunch-program-meal-pattern-chart) *limits saturated fat to <10 percent of total calories as a daily amount based on the average for a five-day week for grades K-12.*

1. Preparation method(s) to reduce saturated fat content in school meals are used at our school/site every day; food(s) are never deep fat fried.
2. Preparation method(s) to reduce saturated fat content in school meals are used at our school/site three or four days per week; food(s) are deep fat fried one to two days per week.
3. Preparation method(s) to reduce saturated fat content in school meals are used at our school/site two days per week; food(s) are deep fat fried three days per week.
4. Preparation method(s) to reduce saturated fat content in school meals are used at our school/site up to one day per week; food(s) are deep fat fried four to five days per week.
5. **From the list below, select the percentage of food/beverage items offered during classroom celebrations at your school/site during the previous school year that met** [**USDA Smart Snacks in Schools**](https://foodplanner.healthiergeneration.org/) **standards.**
6. One hundred percent (100%) of food/beverage items offered during classroom celebrations at my school/site last school year met USDA Smart Snacks in Schools standards.
7. Seventy-five to 99 percent (75-99%) of food/beverage items offered during classroom celebrations at my school/site last school year met USDA Smart Snacks in Schools standards.
8. Fifty to 74 percent (50-74%) of food/beverage items offered during classroom celebrations at my school/site last school year met USDA Smart Snacks in Schools standards.
9. Less than 50 percent of food/beverage items offered during classroom celebrations at my school/site last school year met USDA Smart Snacks in Schools standards.

Please describe any best practices implemented at your school/site to promote healthy classroom celebrations (i.e. celebrations that include Smart Snacks in Schools compliant foods/beverages or non-food items). ***[Textbox for response]***

1. **From the list below, select the option that best reflects the number of fundraisers hosted during school hours at your school/site during the previous school year that met** [**USDA Smart Snacks in Schools**](https://foodplanner.healthiergeneration.org/) **standards.**

***Note:*** *One fundraiser is defined as one or more fundraising activities that last one school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities shall be counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day of activity shall be considered an additional fundraiser.*

1. Last school year, all school/site fundraisers met the USDA Smart Snacks in Schools standards with no exemptions.
2. Last school year, our school/site hosted 1-14 exempt fundraisers that did not meet the USDA Smart Snacks in Schools standards.
3. Last school year, our school/site hosted 15-29 exempt fundraisers that did not meet the USDA Smart Snacks in Schools standards.
4. Last school year, our school/site hosted 30 or more exempt fundraisers that did not meet the USDA Smart Snacks in Schools standards.

Please describe any best practices implemented at your school/site to promote the sale of healthy foods or non-food items at school fundraisers. ***[Textbox for response]***

1. **From the list below, select the practice(s) to encourage healthy hydration behaviors that are used at your school/site.(select all that apply)**

***Tip:*** *Use the* [*CDC’s Needs Assessment Checklist and Planning Guide*](https://www.cdc.gov/healthyschools/npao/pdf/water_access_in_schools_508.pdf) *to improve access to and consumption of drinking water. Water is not a replacement for milk at meals, but rather, an additional beverage that is available to students.*

* 1. Students are allowed to bring water bottles into the classroom.
	2. Water bottle fill up stations (does ***not*** include water fountains) are available for student use.
	3. Beverage cups for drinking water are available to all students during breakfast and lunch regardless of whether a student purchases a school meal.
	4. Drinking water is easily accessible and available to students during P.E. and recess.
	5. [Rev Your Bev Day](https://revyourbev.com/), the annual statewide day of action to raise awareness of the benefits of drinking water, is promoted annually.
	6. None of these apply.

Please describe any additional best practices used at your school/site to encourage healthy hydration behaviors. ***[Textbox for response]***

1. **From the list below, select the sustainability practice(s) used at your school/site. (select all that apply)**
2. “Meatless Monday” (i.e., only vegetarian menu items are offered) is offered weekly on the lunch menu(s).
3. Food waste from school meals is composted at least once per school year.
4. A “share table” is used for students to share unwanted food items.
5. Recycling bins are available in the cafeteria for students to discard recyclable materials.
6. Plate waste studies are conducted at least once per school year.
7. None of these apply.

Please describe any additional sustainability practices used at your school/site. ***[Textbox for response]***

Upload a photo of a favorite vegetarian or vegan option offered on your school/site menu(s). ***[File upload for response]***

### From the list below, select the option that best describes the current status of school garden operations at your school/site.

***Note:*** *A school garden is an area of land within the school grounds or nearby with the purpose of creating and maintaining the garden for learning, recreation, and/or by eating what is harvested.*

1. My school/site currently operates a garden and plans to produce fruits and/or vegetables for consumption and education.
2. My school/site currently operates a garden and plans to produce fruits and/or vegetables for educational purposes only.
3. My school/site does not currently operate a garden; however, our school/site plans to operate a garden next school year.
4. My school/site does not currently operate a garden and does not plan to operate a garden next school year.

Please enter the name of the individual responsible for managing your school garden. ***[Textbox for response]***

1. **From the list below, select the farm to school activities currently implemented at your school/site. (select all that apply)**
2. The Local Food Tracking Tool (available in SNPWeb) or other equivalent local food tracker is utilized to track local unprocessed food purchases.
3. The 2019 USDA Farm to School Census was completed and submitted.
4. Farm to school offerings are promoted with signage and/or social media posts at least once per school year.
5. Special events that revolve around agriculture or farming are hosted at our school/site at least once per school year.
6. An active school garden is operated and garden produce is offered in the cafeteria.
7. A local agricultural farmer visits our school/site at least once per school year.
8. Students at our school/site take field trips to local agricultural farms at least once per school year.
9. None of these apply.

Please describe any best practices related to farm to school or garden to cafeteria programs that are currently used at your school/site. ***[Textbox for response]***

Upload one or two photos depicting farm to school and/or garden to cafeteria activities at your school/site. ***[File upload for response]***

1. **From the list below, select the Virginia Harvest of the Month (VA HOM) activities currently implemented at your school/site. (select all that apply)**
2. VA HOM posters are displayed in the cafeteria and rotated each month.
3. Students at our school/site listen to and/or read the featured VA HOM books at least once per month.
4. VA HOM materials are distributed to parents/guardians at our school/site at least once per school year.
5. VA HOM items and/or related information is featured on our school/site menu(s) at least once per school year.
6. VA HOM items and/or related information is featured on our school/site social media page(s) at least once per school year.
7. One or more teachers at our school/site promotes VA HOM with [Virginia Agriculture in Classroom](https://agclassroom.org/va/teachers/harvest.cfm) lesson plans at least once per school year.
8. None of these apply.

Pleases describe any additional VA HOM activities (not listed above) currently implemented at your school/site that connect cafeteria, classroom, and community. ***[Textbox for response]***

Please describe any best practices currently implemented at your school/site to promote VA HOM to students, teachers, and/or parents. ***[Textbox for response]***

Upload a photo that includes one or more VA HOM materials used at your school/site ***[File upload for response]***

1. **From the list below, select the student-centered events implemented at your school/site to promote/market school meals. (select all that apply)**
2. A themed lunch is hosted at least monthly (e.g., Dr. Seuss Day, St. Patrick’s Day, March Madness, School Lunch Hero Day, Earth Day, etc.).
3. Community members are invited to participate in school meals during breakfast or lunch events at least twice per school year. (e.g., Mornings with Mom, Grandparents Lunch, Veteran’s Lunch, etc.).
4. Week-long promotional events are hosted at least twice per school year (e.g., Virginia Farm to School Week, National School Breakfast Week, National School Lunch Week, etc.).
5. Afterschool community events with a focus on nutrition are hosted at least once per school year (e.g., school wellness fairs, Back to School Night, etc.).
6. An educational contest, such as raffles, cooking contests, and/or nutrition trivia, is hosted in the cafeteria at least once per school year.
7. A local celebrity and/or chef is invited to speak to students on the importance of healthy eating or provide cooking demonstrations at least once per school year.
8. [Fuel Up to Play 60](https://www.fueluptoplay60.com/) activities are promoted to encourage a healthy diet and active lifestyle at least once per school year.
9. School lunch options are included in daily announcements.
10. None of these apply.

Please describe one or more promotional/marketing events implemented at your school/site to promote school meal programs. ***[Textbox for response]***

1. **From the list below, select the option that best describes the availability of nutrition information, ingredients lists, and allergen information for all school food/beverage items on the school/site/division website(s). (select all that apply)**
2. Nutrition information for all school food/beverage items is available on the school/site/division website(s).
3. Ingredients lists for all school food/beverage items are available on the school/site/division website(s).
4. Allergen information for all school food/beverage items is available on the school/site/division website(s).
5. None of these apply.

Please provide the URL to the school/site/division website where nutrition information, ingredients lists, and/or allergen information is posted: ***[Textbox for response]***

1. **From the list below, select the option that best reflects the frequency at which school meal updates and nutrition information are provided to parents/guardians of students attending your school/site via newsletter or other delivery channel.**

***Tip:*** *Updates/information should promote the benefits of school meals and address the relationship between nutrition and academic success. Notices of any additional feeding opportunities should also be included.*

1. School meal updates and nutrition information are provided to parents/guardians of students attending my school/site at least four times per school year.
2. School meal updates and nutrition information are provided to parents/guardians of students attending my school/site at least twice per school year.
3. School meal updates and nutrition information are provided to parents/guardians of students attending my school/site at least once per school year.
4. School meal updates and nutrition information are not provided regularly to parents/guardians of students attending my school/site.

Please describe any best practices implemented at your school/site to provide regular school meal updates and nutrition information to parents/guardians. ***[Textbox for response]***

Upload a copy of your school newsletter or sample of other communication/delivery method depicting a school meal update(s) and/or nutrition information. ***[File upload for response]***

1. **From the list below, select the option that best reflects the frequency at which your school/site promotes school meal programs via School/Child Nutrition Department social media account(s) that are independent of school/site/division social media account(s).**

***Note:*** *Social media accounts include Facebook, Twitter, Instagram, Snapchat, etc.*

1. School meal programs are promoted on School/Child Nutrition Department social media account(s) that are independent of school/site/division social media account(s) at least four times per school year.
2. School meal programs are not promoted on School/Child Nutrition Department social media account(s), but are promoted on school/site/division social media account(s) at least four times per school year.
3. School meal programs are not promoted on School/Child Nutrition Department social media account(s), but are promoted on school/site/division social media account(s) 1-3 times per school year.
4. School meal programs are not promoted on School/Child Nutrition Department or school/site/division social media account(s).

Please describe any best practices your school/site implements to promote school meal programs on social media. ***[Textbox for response]***

Approximately how often does your school/site/division promote school meal programs on social media (i.e., once a week, twice a month, etc.)? ***[Textbox for response]***

Upload a copy/screen shot of a social media post promoting school meal programs at your school/site that was posted during the current school year: ***[File upload for response]***

1. **From the list below, select the practice(s) implemented at your school/site that connect the cafeteria to the classroom and reinforce nutrition education. (select all that apply)**
2. Nutrition education signage/materials are displayed in the cafeteria and classrooms at our school/site.
3. Student artwork is displayed in the cafeteria at our school/site, regardless of whether the artwork is nutrition-related.
4. Nutrition-related presentations are offered in classrooms for students.
5. Cafeteria and/or kitchen tours are offered to students at least once per school year.
6. School nutrition staff and teachers collaborate, at least once per school year, on the development or implementation of student lessons and/or projects that require students to plan meals/menus that align with USDA school meal pattern requirements.
7. Teachers at our school/site are encouraged to incorporate nutrition-related projects and examples in all classrooms.
8. Teachers at our school/site receive free, grade-specific nutrition lesson plans from [USDA Team Nutrition](https://www.fns.usda.gov/tn) or [Virginia Agriculture in the Classroom](https://www.agclassroom.org/va/teachers/index.cfm) upon request.
9. None of these apply.

Please describe an example of cafeteria-classroom collaboration at your school/site. ***[Textbox for response]***

Upload a file/photo depicting your example of cafeteria-classroom collaboration. ***[File upload for response]***

1. **From the list below, select the practice(s) implemented at your school/site that provide students with nutrition education opportunities and resources beyond the minimum required classroom instruction. (select all that apply)**
2. Age-appropriate nutrition education resources are offered on the school/site/division website.
3. A nutrition education component(s) is offered as part of school/site health fairs.
4. Nutrition education is provided to all grade levels.
5. Opportunities are provided for students to volunteer in nutritional settings, such as in the cafeteria or school garden.
6. If applicable, culinary programs offered at our school/site incorporate nutrition education.
7. Nutrition-related references and examples are integrated into all areas of our school’s/site’s academic curriculum (e.g., math, science, art, P.E., etc.).
8. Local healthcare providers and/or officials are invited to speak about and promote healthy lifestyles to students at least once per school year.
9. None of these apply.

Please describe any additional best practices implemented at your school/site that provide students with nutrition education opportunities. ***[Textbox for response]***

Upload a file/photo depicting nutrition education for students at your school/site ***[File upload for response]***

1. **From the list below, select the practice(s) implemented at your school/site that encourage staff members to model healthy eating/lifestyle behaviors for students. (select all that apply)**
2. A policy/guideline is in place that discourages staff from bringing food items such as sodas and other sugary beverages, fast food, desserts, etc. into the cafeteria and classrooms.
3. Sugary beverages, such as soda or sweet tea, are not offered to staff members in the cafeteria, in vending machines, or elsewhere at our school/site.
4. School/site staff members receive information regarding the importance of modeling healthy eating behaviors for students at least once per school year.
5. A “healthy meeting” policy/guideline is in place that prohibits the offering of unhealthy foods at staff meetings.
6. Staff members are offered opportunities to participate in free or low-cost health and wellness programs.
7. None of these apply.

Please describe any best practices that your school/site implements to encourage staff to model healthy eating/lifestyle behaviors. ***[Textbox for response]***

Upload your school’s/site’s wellness policy or other file/photo depicting a guideline/practice that encourages staff to model healthy eating/lifestyle behaviors. ***[File upload for response]***

1. **From the list below, select the practice(s)/guideline(s) implemented at your school/site to discourage visitors from bringing unhealthy foods/beverages into the cafeteria or classrooms. (select all that apply)**
2. Notices that discourage visitors from bringing unhealthy foods/beverages into the cafeteria or classrooms are distributed to parents/guardians of students at our school/site at least once per school year.
3. Visitors are encouraged to enjoy a school/site meal when visiting students during meal times in the cafeteria.
4. Parents/guardians of students at our school/site are notified of their ability to purchase and eat school/site meals with their students at the beginning of each school year.
5. None of these apply.

Please describe any best practices your school/site implements to encourage visitors to model healthy eating behaviors when dining with students in the cafeteria. ***[Textbox for response]***

1. **From the list below, select the practice(s) implemented at your school/site to prioritize/strengthen the mission to improve student nutrition. (select all that apply)**
2. An active PTA/PTO continually addresses child nutrition issues and provides relevant education and support within the school/site, at home, and in the community.
3. Partnerships are made with community groups that prioritize student nutrition (i.e., No Kid Hungry, National Dairy Council, Virginia Foundation for Healthy Youth, Fit4Kids, American Diabetes Association, etc.).
4. Student Health Advisory Board (SHAB) meetings (or similar) are held at least semi-annually and the nutrition services director and staff are invited to attend.
5. None of these apply.

Please describe any partnerships developed and/or any best practices your school/site implements to maintain and/or strengthen those partnerships. ***[Textbox for response]***

Upload a file/photo depicting a partnership with the community or organization to prioritize/strengthen the mission to improve student nutrition. ***[File upload for response]***

## Physical Activity-Related Questions

1. (Elementary only) **From the list below, select the statement that best describes the extent to which students at your school/site receive a standards-based health and physical education program of study aligned with the *Virginia Standards of Learning* for at least 150 minutes/week throughout the school year.**

***Note:*** *A standards-based health and physical education program of study includes a system of instruction, assessment, and academic reporting based on students demonstrating understanding and mastery of the knowledge and skills that they should know, understand, and be able to do.*

1. All students receive a standards-based health and physical education program of study for at least 150 minutes per week throughout the school year.
2. All students receive a standards-based health and physical education program of study for at least 90 minutes per week throughout the school year.
3. All students receive a standards-based health and physical education program of study for at least 60 minutes per week throughout the school year.
4. All students receive a standards-based health and physical education program of study for less than 60 minutes per week throughout the school year.
5. (Elementary only) **From the list below, select the statement that best describes the extent to which your school/site provides a minimum of 30 minutes of daily unstructured recess that develops teamwork, social skills, and overall physical fitness.**

***Note:*** *Recess is provided outside of physical education instructional time.*

1. All students participate in 30 minutes or more of daily recess that includes activities that promote teamwork, social skills, and overall physical fitness.
2. All students participate in 20-29 minutes of daily recess that includes activities that promote teamwork, social skills, and overall physical fitness.
3. All students participate in 15-19 minutes of daily recess that includes activities that promote teamwork, social skills, and overall physical fitness.
4. All students participate in less than 15 minutes of daily recess that may/may not include activities that promote teamwork, social skills, and overall physical fitness.

Please describe or upload a copy of the recess schedule for each elementary grade level that depicts recess activities for students that develop teamwork, social skills, and overall physical fitness. ***[Textbox and file upload for response]***

1. (Middle/high school only) **From the list below, select the statement that best describes the extent to which students at your school/site receive a standards-based health and physical education program of study aligned with the *Virginia Standards of Learning* for at least 225 minutes/week throughout the school year with at least half the time allocated for health instruction.**

***Note:*** *A standards-based health and physical education program of study includes a system of instruction, assessment, and academic reporting based on students demonstrating understanding and mastery of the knowledge and skills that they should know, understand, and be able to do.*

1. All students receive a standards-based health and physical education program of study for an average of 225 minutes per week throughout the school year with at least half of the time allocated for health instruction.
2. All students receive a standards-based health and physical education program of study for an average of 135 minutes per week throughout the school year with at least half of the time allocated for health instruction.
3. All students at each grade level receive a standards-based health and physical education program of study for an average of 90 minutes per week throughout the school year with at least half of the time allocated for health instruction.
4. All students receive a standards-based health and physical education program of study for an average of less than 90 minutes per week throughout the school year with at least half of the time allocated for health instruction.

Please list health and physical education instructional times for each grade level or upload sample schedule(s). ***[Textbox and file upload for response]***

1. (Middle/high school only) **From the list below, select the components at your school/site that are included in students’ individualized wellness plans to optimize cognitive and physical performance. (select all that apply)**
2. Periodic assessment (2-3 times per school year) of health-related fitness components, engaging in intentional activities to meet personal health and fitness goals, and nutrition planning based on current Recommended Daily Allowances (RDAs) for healthy eating and energy balance.
3. Long and short-term personal goal development for healthy food choices, healthy habits for managing emotions (e.g., stress, anger, and impulse control), sleep, mental wellness, social and emotional skills,and participation in self-selected, regular fitness activities that maintain or improve fitness and academic performance.
4. Monitoring of timeliness for taking specific health-related actions (during and outside of the school day), progress towards reaching goals, and goal setting and achievement.
5. Recordkeeping, assessment, and reflection for personal fitness actions and nutrition goals.
6. None of these apply.

Please describe or upload students’ individualized wellness plan requirements (or a sample completed wellness plan) for each grade level that includes criteria listed above. ***[Textbox and file upload for response]***

1. **From the list below, select the option that best reflects the extent to which health and physical educators at your school/site use instructional practices that include student voice and choice to engage students in meaningful learning experiences that give them a sense of autonomy in their learning and increase student participation, enthusiasm, and motivation to engage in moderate to vigorous physical activity.**

***Note:*** *Meaningful learning experiences promote student agency by providing students voice and choice in how they learn and maximize inclusion with all students able to participate in developmentally appropriate activities that avoid practices that eliminate students or force students to wait for a turn.*

1. All students engage in meaningful learning experiences, and, on average, are moving at a moderate to vigorous intensity for 51-100 percent of the class period.
2. All students engage in meaningful learning experiences and, on average, are moving at a moderate to vigorous intensity for50 percent of the class period.
3. All students engage in meaningful learning experiences and, on average, are moving at a moderate to vigorous intensity for25-49 percent of the class period.
4. All students engage in meaningful learning experiences and, on average, are moving at a moderate to vigorous intensity for24 percent or less of the class period.

Please describe or upload a copy of lesson plan(s) that include student voice and choice and describe or upload evidence of moderate to vigorous movement percentages. ***[Textbox and file upload for response]***

1. **From the list below, select the practices implemented by health and physical educators at your school/site to support and differentiate instruction for students with special needs during health/physical education instruction. (select all that apply)**

***Note:*** *Special needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.*

* 1. Offering a continuum of services from inclusion to self-contained based on student needs
	2. Modifying physical education goals and objectives to make the general education. curriculum accessible to all students.
	3. Providing modified assessments to meet IEP/504 health and physical education goals.
	4. Using modified equipment and facilities.
	5. Using a second teacher, aide, physical therapist, or occupational therapist to assist.
	6. Using peer teaching (e.g., teaming students without special needs with students who have such needs).
	7. None of these apply.

Please describe or upload example documentation for the practice(s) listed above. ***[Textbox and file upload for response]***

1. **From the list below, select the option that best describes the extent to which teachers at your school/site integrate technology tools that promote student-centered approaches to learning during health and physical education instruction.**

***Note:*** *Examples of technology tools that provide feedback to students, enhance learning, and contribute to healthy nutrition and personal fitness choices include pedometers, heart rate monitors, apps, and other software programs that allow students to log nutrition and personal fitness activity behaviors.*

1. Teachers incorporate nutrition or personal fitness technologies at least four times per school year.
2. Teachers incorporate nutrition or personal fitness technologies three times per school year.
3. Teachers incorporate nutrition or personal fitness technologies twice per school year.
4. Teachers incorporate nutrition or personal fitness technologies up to one time per school year.

Please describe or upload documentation illustrating the use of nutrition and/or personal fitness technologies during health and/or physical education. ***[Textbox and file upload for response]***

1. **From the list below, select the practices implemented at your school/site that support the integration of physical activity in classroom settings for all grade levels during the school day. (select all that apply)**

***Note:*** *Classroom physical activity is any physical activity done in the classroom and may include integrating physical activity into academic instruction. It can take place at any time, occur in one or several brief periods during the school day, and be offered in addition to physical education and recess at all school levels (elementary, middle, and high school). Classroom physical activity can benefit students by reducing disruptive behavior, improving concentration, mood, and ability to stay on-task, helping to improve academic performance, motivation and engagement in the learning process, and increasing the amount of daily physical activity. (*[*CDC Healthy Schools Classroom Physical Activity*](https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm)*)*

1. Providing teachers with ongoing professional development on classroom activity.
2. Ensuring barriers to classroom activity, such as lack of equipment, technology, or other resources, are minimized or eliminated.
3. Integrating physical activity into planned instruction (e.g., learning through movement during instructional time and during transitions).
4. Not withholding classroom activity as a disciplinary approach.
5. Sharing successes, challenges, and lessons learned from classroom activity.
6. None of these apply.

Please describe or upload documentation for each of the above practice(s) selected. ***[Textbox and file upload for response]***

1. **From the list below, select the practices implemented at your school/site to support social and emotional learning in health and physical education instruction.(select all that apply)**

***Note:*** *Social and emotional learning (SEL)**includes skills such as managing emotions, setting goals, and building positive relationships, and focuses on competencies such as self-management, self-awareness, social awareness, building positive relationships, and making healthy decisions.*

1. Teachers receive ongoing professional development and support to lead SEL efforts in health and physical education.
2. Curriculum supports a systematic delivery of SEL instruction, measuring health skills, adjusting programming, interventions, and monitoring progress.
3. Instruction is designed to explicitly assist students with practicing and implementing skills, attitudes, and behaviors that contribute to overall personal wellbeing that include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
4. Core outcomes of instruction include measuring/assessing social and emotional skills such as managing emotions, setting goals, and building positive relationships, and competencies such as self-management, self-awareness and social awareness, and making healthy decisions.
5. None of these apply.

Please describe or upload documentation for each of the practice(s) selected above. ***[Textbox and file upload for response]***

1. **From the list below, select the practices implemented at your school/site to support the development and use of the “5 C’s”** **in health and physical education. (select all that apply)**

***Note:*** *The* [*"5 C’s"*](http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml) *include the skills of communication, collaboration, creativity, critical thinking, and civic responsibility. These skills help students to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices, and advocate for personal health and the health of others.*

1. Teachers receive ongoing professional development and support to teach and assess communication, collaboration, creativity, critical thinking, and civic responsibility skills in health and physical education.
2. Health and physical education curriculum supports a systematic delivery of communication, collaboration, creativity, critical thinking, and civic responsibility skills.
3. Health and physical education instructional practices serve as a SEL learning platform for students to integrate communication, collaboration, creativity, critical thinking, and civic responsibility skills that prepare future-ready graduates.
4. Measuring/assessing development and use of communication, collaboration, creativity, critical thinking, and civic responsibility skills are core outcomes for health and physical education.
5. None of these apply.

Please describe or upload documentation for each of the practice(s) selected above. ***[Textbox and file upload for response]***

1. **From the list below, select the practice(s) implemented in health and physical education at your school/site to support the Profile of a Virginia Graduate attributes and skills. (select all that apply)**

***Note:*** *The* [*Profile of a Virginia Graduate*](http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml) *describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the work force and to be “life ready.” The Virginia Board of Education determined that a life-ready graduate must:*

* *achieve and apply appropriate academic and technical knowledge (content knowledge);*
* *demonstrate productive workplace skills, qualities, and behaviors (workplace skills);*
* *build connections and value interactions with others as a responsible and responsive citizen and engage with community groups through projects and volunteerism (community engagement and civic responsibility); and*
* *align knowledge, skills, and personal interests with career opportunities (career exploration).*
1. Students are assessed on their knowledge, skills, and understanding of the health and physical education VDOE standards of learning.
2. Students have opportunities to demonstrate workplace skills, qualities, and behaviors (e.g., respecting others, collaborating with others, and supporting others).
3. Students have opportunities to advocate for their personal health and the health of the community.
4. Students have opportunities to explore health-related careers.
5. Students have opportunities to access career opportunities (e.g., personal trainer course is offered at high school).
6. None of these apply.

Please describe or upload documentation for each of the practice(s) selected above. ***[Textbox and file upload for response]***

1. **From the list below, select the option that best describes the extent to which your school/site has adequate space(s) and equipment (e.g., rackets, balls, and other manipulatives) for every student to be safe and active during physical education.**
2. There is adequate space(s) for activity and 100 percent of students have access to individual equipment, when appropriate (e.g., racket, lacrosse stick, etc.).
3. There is adequate space(s) for activity and 50 percent of students have access to individual equipment, when appropriate (e.g., racket, lacrosse stick, etc.).
4. There is adequate space(s) for activity and 25 percent of students have access to individual equipment, when appropriate (e.g., racket, lacrosse stick, etc.).
5. There is adequate space(s) for activity and less than 25 percent of students have access to individual equipment, when appropriate (e.g., racket, lacrosse stick, etc.).

Please describe equipment and space(s) available for student instruction during physical education: ***[Textbox for response]***

1. **From the list below, select the opportunities offered at your school/site that promote and support staff wellness. (select all that apply)**

***Note:*** *Staff wellness includes a coordinated set of programs, policies, benefits, and environmental supports for teachers, administrators, bus drivers, cafeteria staff, and custodial staff.*

1. Healthy eating activities
2. Physically active lifestyle activities
3. Tobacco-free environment and smoking cessation programs
4. Stress management activities
5. Personal health (e.g., personalized health assessments, flu vaccination)
6. Incentive programs
7. None of these apply

Please describe or upload description of the staff wellness opportunities offered at your school/site. ***[Textbox or file upload for response]***

1. **From the list below, select the option that best describes the community partnerships at your school/site that provide physical activity opportunities for your students outside of the school day.**

***Note:*** *School-community partnerships may include before school, after school, and/or evening activities that promote/provide physical activities for students supported by PTA, non-profit organizations, and/or businesses. Partnerships may be school-based, through the school division, and/or city/county agencies.*

1. Three or more school-community partnerships offer opportunities for students to engage in physical activity outside of the school day.
2. Two school-community partnerships offer opportunities for students to engage in physical activity outside of the school day.
3. One school-community partnership offers opportunities for students to engage in physical activity outside of the school day.
4. No school-community partnerships offering opportunities for students to engage in physical activity outside of the school day exist at my school/site.

Please describe or upload description of school-community partnership(s) that offer opportunities for students to participate in physical activities outside of the school day. ***[Textbox and file upload for response]***

1. **From the list below, select the frequency at which opportunities are offered at your school/site that provide physical activity opportunities to students and their families.**

***Note:*** *Physical activity opportunities may include: family fitness/health nights, parent visits/participation days in physical education, walks and/or runs, bike events, intramurals or clubs/teams (open to all students; does not include interscholastic athletic teams), and other special events that include physical activity options for students and their families.*

1. Physical activity opportunities for students and families are offered three or more times per month at the school/site.
2. Physical activity opportunities for students and families are offered two times per month at the school/site.
3. Physical activity opportunities for students and families are offered once per month at the school/site.
4. Physical activity opportunities for students and families are not offered at the school/site.

Please describe or upload a copy of the activity schedule offered to students and families. ***[Textbox and file upload for response]***

**BONUS Question (not scored): Please share additional innovative/best practices implemented at your school/site that promote student, staff, family, and/or community health that you would like to see included in the next edition of the Governor’s Scorecard.** ***[Textbox for response]***

## Abbreviations

* **USDA** – United States Department of Agriculture
* **NSLP** – National School Lunch Program
* **SBP** – School Breakfast Program
* **VDOE** - Virginia Department of Education
* **PTA** – Parent Teacher Association
* **PTO** – Parent Teacher Organization
* **SHAB/SHAC** – Student Health Advisory Board/Committee
* **SNPWeb** – School Nutrition Programs Website
* **HOM** – Harvest of the Month

## Definitions

* **Alternative Breakfast Service Model -** Alternative school breakfast service models provide meals to students through a distribution method different from traditional cafeteria service, removing various obstacles that may prevent students from participating. Breakfast participation is made more convenient by serving meals in a way that students can easily access. Increased student breakfast participation is the goal. For more information on alternative breakfast models, view the USDA toolkit, [There’s More Than One Way to Serve Breakfast.](https://fns-prod.azureedge.net/sites/default/files/sbp/toolkit_waytoserve.pdf)
* **Breakfast in the Classroom** – As the name implies, students eat breakfast in the classroom at the beginning of the day or during morning break time. Breakfasts can be either hot or cold, depending on a school’s facilities.
* **Grab-and-Go Breakfast** – Grab ‘N’ Go Breakfasts are packaged in paper bags, boxes or trays. Students pick up their breakfast and eat it when and where they want, within school guidelines. Food service staff pack reimbursable breakfasts into individual paper bags, usually the day before, or purchase prepackaged reimbursable breakfasts in boxes. These are served with milk the next morning. Breakfasts are usually cold, but can include hot items as well.
* **Second Chance Breakfast** – As the name implies, students eat breakfast during a break in the morning, usually between 9:00 am and 10:00 am. Reimbursable breakfasts are individually packaged in grab ‘n’ go bags. These are usually offered from mobile carts or tables located in high traffic areas where there are many students. Breakfasts can be hot or cold, depending on school facilities.
* **School Breakfast** – A meal which meets the meal requirements set out in [7CFR220.8](https://gov.ecfr.io/cgi-bin/text-idx?SID=c1a2a21d1deef857bf4749014ae9c65c&mc=true&node=se7.4.220_18&rgn=div8) and which is served to a child in the morning hours. The meal shall be served at or close to the beginning of the child’s day at school. This does not include non-program or a la carte foods.
* **Non-Starchy Vegetable** – A vegetable food component which does not fall under the USDA vegetable subgroup category, starchy vegetables.
* **Whole Grain-Rich** - A food item which contains greater than or equal to 50 percent whole grains and the remaining grains are enriched or whole grain. USDA requires that half of the weekly grains in the NSLP and SBP be whole grain-rich, and the remaining grains must be enriched or whole grain.
* **School Garden -** A school garden is an area of land within the school grounds or nearby with the purpose of creating and maintaining the garden for learning, recreation and/or by eating what is harvested.
* **Nutrition Information -** The nutrient amounts listed on a nutrition facts label, such as calories, carbohydrates, fat, sodium, and protein.
* **Ingredients List -** All ingredients within a food item. The ingredients are listed from highest to lowest concentration.
* **Allergen information –** Information listed indicates at least the [top eight allergens](https://schoolnutrition.org/learning-center/food-allergy/the-big-8/); peanuts, tree nuts, shellfish, fish, milk, eggs, wheat and soy. These eight foods, and any ingredient that contains protein derived from one or more of them, are designated as ‘major food allergens’ by the Food Allergen Labeling and Consumer Protection Act (FALCPA).
* **Recess** – **“**Recess” means a segment of unstructured recreational time exclusive of time provided for meals during the standard school day (8VAC20-131-5).
* **Physical Education** – Physical Education is an academic subject characterized by a planned, sequential K-12 curriculum (course of study) that is based on the Virginia Board of Education standards of learning for physical education.
* **Health Education –** Health Education is an academic subject based on the[*Health Education Standards of Learning*](https://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml)that provide a core body of knowledge (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Competence, Violence Prevention, Community/Environmental Health), while also allowing flexibility for students to develop personal values and beliefs and shared positive group norms and for individual school communities to address local health issues and emerging health concerns.
* **Entrée Item –** An item that is intended as the main dish and is either: (i) A combination food of meat or meat alternate and whole grain rich food; or (ii) A combination food of vegetable or fruit and meat or meat alternate; or (iii) A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters, and meat snacks (such as dried beef jerky); or (iv) A grain only, whole grain rich entrée that is served as the main dish of the School Breakfast Program reimbursable meal. 3.

## References

1. Centers for Disease Control. [Physical Education](https://www.cdc.gov/healthyschools/physicalactivity/physical-education.htm). May 29, 2019.
2. Electronic Code of Federal Regulations. [Competitive Food Service and Standards 7eCFR210.11](https://gov.ecfr.io/cgi-bin/text-idx?SID=cd87dd80c4766a05590bd4a821605be1&mc=true&node=se7.4.210_111&rgn=div8).