



# Maryland School Wellness Scorecard



Name of School: \_\_\_\_\_

School Year: \_\_\_\_\_ Completed By: \_\_\_\_\_

## INSTRUCTIONS

This scorecard is a school-level assessment tool designed to assess and prioritize practices that promote nutrition and physical activity in schools. Federal and/or State requirements are highlighted in green. Items highlighted in green are required to be in place in all Maryland schools.

### Step 1: Assess and Prioritize

Use pages 2 and 3 to assess and prioritize your school's wellness practices.



#### Assess

Use the following scale to assess current nutrition and physical activity practices in your school:  
Fully in Place = 3, Partially in Place = 2, Under Development = 1, Not in Place = 0, Not Applicable = N/A



#### Prioritize

Use the following scale to rate the level of priority for each item in your school:  
High = H, Medium = M, Low = L

### Step 2: Implement

Use page 4 to develop a plan to implement three or more of the wellness practices.



#### Implement

Select at least three high priority practices to implement in your school. Plan your school's implementation strategy with a team of school-level leaders.

## Maryland Nutrition Standards for All Foods and Beverages Sold in Schools

The Maryland Nutrition Standards for All Foods Sold in Schools are referenced in the nutrition sections on page 3. These standards incorporate Federal Smart Snacks Standards and should be in place from 12:01 am through 30 minutes after the end of the instructional day. This is referred to as the "regular school day" throughout this tool. Time outside of these hours is referred to as the "extended school day."

#### Food must be in one of these categories and meet nutrient criteria\*:

- ✓ Be whole grain-rich (at least 50% whole grain by weight, or listed as first ingredient)
- ✓ First ingredient must be: fruit, vegetable, dairy product, or protein food
- ✓ Be a combination of food that consists of at least ¼ cup of fruit and/or vegetable

#### Beverages must be in one of these categories and meet serving size criteria\*:

- ✓ Plain water or plain carbonated water
- ✓ Low-fat milk: unflavored, non-fat milk: flavored or unflavored
- ✓ No/low calorie beverages that meet calorie and serving size criteria (high school only)
- ✓ 100% fruit/vegetable juice:
  - Diluted with water, with or without carbonation
  - No added sweeteners

\* View nutrient, calorie, and serving size criteria using the Maryland Nutrition Standards link on **page 4**.

### Comprehensive Assessments and Awards:

To complete a comprehensive assessment on the nutrition and physical activity environment in your school, visit the [Action for Healthy Kids](#) or the [Alliance for a Healthier Generation](#) websites. Your school could qualify to win an award!

To complete a comprehensive assessment on all school health components including nutrition and physical activity, visit the [CDC's School Health Index](#).

See website links on page 4.



## School Policies, Environment, and Staff



ASSESS



PRIORITIZE

Assess and prioritize these wellness practices in your school.

1	<b>School wellness team:</b> established and meets at least four times a year.		
2	<b>Staff modeling of healthy eating and physical activity behaviors:</b> school supports efforts to model healthy eating and physical activity in the following ways: <b>(1)</b> provide staff information on the importance of healthy eating and physical activity; <b>(2)</b> encourage staff to engage in physical activities with students; <b>(3)</b> encourage healthy eating in front of students; <b>(4)</b> encourage staff to use non-food items as rewards; <b>(5)</b> provide staff with strategies for incorporating physical activity in classrooms; <b>(6)</b> provide staff with examples of healthy foods and beverages to consume during the regular school day. (3 = Fully in Place: 5 or more; 2 = Partially in Place: 3 or more; 1 = Under Development: 1 or more)		
3	<b>Drinking water:</b> safe, unflavored, and free water is accessible throughout the day to all students.		
4	<b>Student and family meal involvement:</b> students and families have opportunities to provide suggestions and feedback on foods and beverages sold and offered in schools.		
5	<b>Family and community access:</b> families and community members have access to indoor and outdoor facilities outside school hours for physical activities and health programs.		
6	<b>Access to handwashing facilities:</b> students and staff have access to handwashing facilities prior to meals and snacks.		

Notes:

## Physical Activity Environment



ASSESS



PRIORITIZE

Assess and prioritize these wellness practices in your school.

7	<b>Physical education:</b> grades PreK–8: taught in all grades and includes a curriculum consistent with physical education standards. Grades 9-12: available to all students each year and includes a curriculum consistent with physical education standards (½ credit required).		
8	<b>Physical activity and punishment:</b> physical activity is not withheld or issued as punishment (e.g. taking recess/PE time away or forcing students to run laps).		
9	<b>Recess (elementary only):</b> at least 20 minutes provided each day; monitors encourage kids to be active.		
10	<b>Recess schedule (elementary only):</b> recess is scheduled before lunch.		
11	<b>Walking and bicycling to school:</b> the following supports are in place: <b>(1)</b> designated safe routes to school; <b>(2)</b> promotional activities; <b>(3)</b> storage facilities; <b>(4)</b> promotion of safe routes; <b>(5)</b> safety instruction; <b>(6)</b> crossing guards and/or crosswalks; <b>(7)</b> walking school buses; <b>(8)</b> bicycle parking; <b>(9)</b> documentation of number of students walking or biking; <b>(10)</b> map distribution. (3 = Fully in Place: 6 or more; 2 = Partially in Place: 4 or more; 1 = Under Development: 2 or more)		
12	<b>Physical activity opportunities before and after school:</b> access to physical activity facilities, equipment, and programs is available to students before and/or after school. These opportunities are equally available for boys and girls.		
13	<b>Physical activity breaks in classrooms:</b> provided resources, support, and/or training to implement physical activity breaks for every grade and/or subject.		
14	<b>Integration of physical activity into instruction:</b> provided resources, support, and/or training on integrating physical activity into classroom instruction for every grade and/or subject.		

Notes:

**Assess** Fully in Place = 3, Partially in Place = 2, Under Development = 1, Not in Place = 0, Not Applicable = N/A

**Prioritize** High = H, Medium = M, Low = L

## Nutrition Guidelines



ASSESS



PRIORITIZE

Assess and prioritize these wellness practices in your school.

15	<b>School stores:</b> foods and beverages sold to students during the regular school day throughout school stores meet the Maryland Nutrition Standards.		
16	<b>Vending machines:</b> foods and beverages sold to students during the regular school day in vending machines meet the Maryland Nutrition Standards.		
17	<b>Fundraisers:</b> foods and beverages sold to students during the regular school day as fundraisers meet the Maryland Nutrition Standards.		
18	<b>A la carte in the cafeteria:</b> foods and beverages sold to students during the regular school day as a la carte options in the cafeteria meet the Maryland Nutrition Standards.		
19	<b>Classroom parties, celebrations, and rewards:</b> foods and beverages provided to students during the regular school day during parties, celebrations, or as reward meet the Maryland Nutrition Standards.		
20	<b>Sporting events, concerts, and other after school activities:</b> foods and beverages sold to students at venues such as sporting events, concerts, etc., during the extended school day meet the Maryland Nutrition Standards.		
21	<b>Community and family events:</b> foods and beverages provided to students at community and family events during the extended school day meet the Maryland Nutrition Standards.		

Notes:

## Nutrition Environment: Nutrition Education and Nutrition Promotion



ASSESS



PRIORITIZE

Assess and prioritize these wellness practices in your school.

22	<b>Nutrition education:</b> taught in all grades and includes a curriculum consistent with health education standards.		
23	<b>Food and beverage marketing:</b> restricted to foods that meet Maryland Nutrition Standards. This includes flyers, printed materials advertising products, prizes, and fundraisers.		
24	<b>Food and beverages as reward or punishment:</b> prohibited.		
25	<b>Time for meals:</b> adequate time (at least 10 minutes for breakfast and 20 minutes for lunch) is provided from the time students are seated.		
26	<b>Clean, safe, and pleasant cafeteria:</b> (1) physical structure is in good condition; (2) tables and chairs are in good condition and the appropriate size for all students; (3) seating is not overcrowded; (4) rules for safe behavior (e.g. no running, no throwing food or utensils) are enforced; (5) tables and floors are cleaned between lunch periods or shifts; (6) age-appropriate decorations are used; (7) appropriate practices are used to prevent excessive noise levels (e.g. no whistles); (8) smells are pleasant and not offensive; (9) appropriate eating devices are available to all students including those with special health care needs. (3 = Fully in Place: 8 or more; 2 = Partially in Place: 5 or more; 1 = Under Development: 3 or more)		
27	<b>Collaboration:</b> nutrition staff and teachers collaborate to reinforce nutrition education lessons taught in classrooms.		
28	<b>Fruits and vegetables:</b> venues outside the cafeteria such as vending machines, school stores, and snack carts offer fruits and non-fried vegetables.		
29	<b>Healthy foods promotion:</b> Smarter Lunchroom techniques are practiced: (1) student health/nutrition artwork is displayed; (2) daily announcements promote menu; (3) students, teachers, or administrators announce daily menu options; (4) lunchroom decorated and named to reflect student body; (5) new entrée taste tested at least once per year; (6) monthly menu posted in office; (7) pre-packed salads or salad bar are in high traffic area; (8) salad choices labeled creatively; (9) adults can be seen eating with students in the cafeteria or location where meals are served; (10) taste tests of nutritious foods take place in the cafeteria and/or the classroom. (3 = Fully in Place: 8 or more; 2 = Partially in Place: 5 or more; 1 = Under Development: 2 or more)		
30	<b>Farm-to-school:</b> farm-to-school activities are implemented in the following ways: (1) incorporating local food into school meals; (2) school gardens; (3) farm field trips; (4) promotions or special events featuring local foods; (5) reinforcement of agriculture and nutrition throughout the learning environment.		

Notes:

Select at least three high priority wellness practices to implement in your school. Plan your school's implementation strategy with a team of school-level leaders.

**ACTION PLAN**

Wellness Practice	Timeline	Person Responsible	Evaluation Plan	Action Steps

**Helpful Links:**

**Maryland Nutrition Standards for All Foods Sold in School**

[www.marylandpublicschools.org/programs/Pages/School-Community-Nutrition/index.aspx](http://www.marylandpublicschools.org/programs/Pages/School-Community-Nutrition/index.aspx)

**Action for Healthy Kids Assessment** (aligns with the School Health Index):

[www.actionforhealthykids.org/tools-for-schools](http://www.actionforhealthykids.org/tools-for-schools)

**Alliance for a Healthier Generation Healthy Schools Program Assessment** (aligns with the School Health Index):

[www.schools.healthiergeneration.org](http://www.schools.healthiergeneration.org)

**The Centers for Disease Control and Prevention (CDC) School Health Index:**

[www.cdc.gov/healthyschools/shi/index.htm](http://www.cdc.gov/healthyschools/shi/index.htm)



Maryland State Department of Education  
 Maryland Department of Health  
 University of Maryland Baltimore: Division of Growth and Nutrition  
 University of Maryland Extension: Food Supplement Nutrition Education



The research based practices outlined in this scorecard were selected from: The CDC's School Health Index: Self-Assessment and Planning Guide; CDC and SHAPE America's Strategies for Recess in Schools; UConn Rudd Center for Food Policy and Obesity's WellSAT tool.

Images in this scorecard are provided by the USDA Team Nutrition

Questions or comments? Contact: [scnp@marylandpublicschools.org](mailto:scnp@marylandpublicschools.org) | MSDE is an equal opportunity provider.

March 2018 V.1



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 United States License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/3.0/us/>