

2017 MWPPP SYSTEM Survey Wave III

Q1.1 Thank you for participating in the 2016-2017 Maryland Wellness Policies and Practices (MWPPP) Survey.

Survey responses will be used to inform your School System School Health Council or Wellness Committee on how to better support wellness initiatives in schools. Survey responses are confidential and will not be tied to respondents or their school system.

As you work through the survey, use the << and >> buttons on the bottom right corner to navigate back to the previous question or move forward to the next. The survey takes approximately 15-20 minutes to complete.

Should a problem arise while you're completing the survey please contact the MWPPP team at 410-706-6133 or nutrition@peds.umaryland.edu

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Q1.2 Please respond to all statements as they applied to your school system during the 2016-2017 school year.

Q1.3 School System:

- Allegany
- Anne Arundel
- Baltimore City
- Baltimore County
- Calvert
- Caroline
- Carroll
- Cecil
- Charles
- Dorchester
- Frederick
- Garrett
- Harford
- Howard
- Kent
- Montgomery
- Prince George's
- Queen Anne's
- Saint Mary's
- Somerset
- Talbot
- Washington
- Wicomico
- Worcester

Q1.4 Your position in your school system during the 2016-2017 school year:

Q1.5 Are you the designated official from your school system who ensures school-level implementation of wellness policies?

- Yes
- No

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Q1.6 Please provide the name and title of the person who ensures school-level implementation of wellness policies or select "not in place" or "don't know" below:

- Name and Title: _____
- Not in place
- Don't Know

Q2.1 The following questions refer to your perception/understanding of your school system's activities during the 2016-2017 school year. For this survey, we use the term "school wellness committee" to address any team that coordinates activities related to wellness policies.

Q2.2 Using the scales below, please indicate the % effort the school system wellness committee spent on staff versus student wellness during the 2016-2017 school year:

_____ Students
_____ Staff

Q2.3 How did your school system support school-level wellness activities during the 2016-2017 school year? Select all that apply:

	No Schools	Some Schools	All Schools
a) Provided training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Provided a stipend for staff time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Provided funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Provided technical assistance as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Collected data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) No system-level support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) No wellness teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q2.4 Please select one response for each statement. Explanation of the Likert Scale:
Fully in Place: policy/practice was fully implemented throughout the entire 2016-2017 school year
Partially in Place: policy/practice started or was partially implemented during the 2016-2017 school year
Under Development: a plan is in place to implement this policy/practice in the future
Not in Place: there is no plan to implement this policy/practice

Q2.5 My school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) had a school wellness committee that addressed general health and wellness issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) had a school wellness committee that focused on healthy eating and physical activity in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) coordinated services related to healthy eating and physical activity for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) provided opportunities for teacher/school health professional input in updating Wellness Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) provided opportunities for parent input in updating wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) provided opportunities for student input in updating wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q2.6 Please select one response for each statement.

Explanation of the Likert Scale:

Fully in Place: policy/practice was fully implemented throughout the entire 2016-2017 school year

Partially in Place: policy/practice started or was partially implemented during the 2016-2017 school year

Under Development: a plan is in place to implement this policy/practice in the future

Not in Place: there is no plan to implement this policy/practice

Q2.7 My school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) informed the public when Wellness Policies were updated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) had a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) promoted healthy eating and physical activity for staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) encouraged staff members to model healthy eating and physical activity behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) included "wellness policy implementation" as a standing agenda item for administrative meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) included "wellness policy implementation" as a standing agenda item for board of education meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q2.8 Please select one response for each statement. Explanation of the Likert Scale:
Fully in Place: policy/practice was fully implemented throughout the entire 2016-2017 school year
Partially in Place: policy/practice started or was partially implemented during the 2016-2017 school year
Under Development: a plan is in place to implement this policy/practice in the future
Not in Place: there is no plan to implement this policy/practice

Q2.9 My school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) provided schools with technical assistance to evaluate wellness policy implementation in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) collected annual progress reports from schools on school level implementation of wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) collected data from schools to monitor implementation of wellness policy goals related to nutrition guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) collected data from schools to monitor implementation of wellness policy goals related to nutrition education/health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) collected data from schools to monitor implementation of wellness goals related to physical education/physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q2.10 Please select one response for each statement.

Explanation of the Likert Scale:

Fully in Place: policy/practice was fully implemented throughout the entire 2016-2017 school year

Partially in Place: policy/practice started or was partially implemented during the 2016-2017 school year

Under Development: a plan is in place to implement this policy/practice in the future

Not in Place: there is no plan to implement this policy/practice

Q2.11 My school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) provided public updates on the implementation of wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) provided schools with funding to support nutrition and physical activity policies/practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) provided schools with other resources to support nutrition and physical activity policies/practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) required the identification of wellness policy coordinators in each school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) required the integration of nutrition and physical activity goals into the overall school improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3.1 The following questions refer to the composition and communication methods of your school system wellness committee during the 2016-2017 school year. For this survey, we use the term "school system wellness committee" to address any team that coordinates activities related to wellness policies.

Q3.2 Please characterize the organizational structure of your school system wellness committee:

- Committee only
- Committee and smaller sub-committees
- Other (please specify): _____

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Q3.3 What areas/components did the school system wellness committee and/or subcommittees cover? Hover over each answer choice for definition/examples. Select all that apply:

- Community Involvement providing a formal process to recruit, train, and involve family and other community members as volunteers to enrich school health and safety programs.
- Counseling Psychological and Social Services psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed.
- Employee Wellness staff programs that support healthy eating, adopting active lifestyles, being tobacco free, managing stress, and avoiding injury and exposure to hazards.
- Family Engagement communicating with all families in a culturally and linguistically appropriate way using a variety of communication methods about school-sponsored activities and opportunities to participate in school health programs and other community-based health and safety programs.
- Health Education curricula and instruction for students that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.
- Health Services providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma or diabetes). In addition, wellness promotion, preventive services and staff, student and parent education complement the provision of care coordination services.
- Nutrition Environment and Services promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day.
- Physical Education and Physical Activity Comprehensive School Physical Activity Program, physical activity breaks.
- Physical Environment address a school's physical condition during normal operation as well as during renovation (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).
- Social and Emotional Climate providing opportunities for students to develop and practice skills like empathy, compassion, and conflict resolution, conducting assessments of school values and climate
- Other (please specify): _____
- None of these areas/components
- Don't Know

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Q3.4 What is your role in your school system's wellness committee or subcommittee?

- Lead role (chairperson, president, etc.)
- 2nd in command (vice-chair, etc.)
- Member
- I do not sit on my school system's wellness committee

Q3.5 Please indicate the composition of your school system's school wellness committee below.

Select all that apply:

- School Board Members
- Superintendent
- School Administrators
- Representative from Central Office: Physical Education
- Representative from Central Office: Health Education
- Representative from Central Office: Nurse
- Representative from Central Office: Food Service/School Nutrition Program
- Representative from Central Office: Other (please specify) _____
- School Staff: Physical Education
- School Staff: Health Education
- School Staff: Nurse
- School Staff: Food Service/School Nutrition Program
- School Staff: Counseling
- School Staff: Student Services
- School Staff: Other (please specify) _____
- Community members
- Food Service
- Parents
- Students
- Local Health Department
- Community Organizations
- Nurses
- Other (please specify): _____
- Don't Know

Q3.6 How frequently does your school system's school wellness committee convene?

- Monthly
- Quarterly
- Semiannually
- Annually
- Other (please specify): _____
- Don't Know

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Q3.7 How often do you UPDATE the school system's written Wellness Policy?

- Semiannually
- Annually
- Every other year
- We have not updated the school system's School Wellness Policy in the past three years
- Other (please specify): _____
- Don't Know

Q3.8 How often do you ASSESS the implementation of the school system's written Wellness Policy?

- Semiannually
- Annually
- Every other year
- We have not reviewed the implementation of the school system's School Wellness Policy in the past three years
- Other (please specify): _____
- Don't Know

Q3.9 How does the public know about the results of the most recent assessment of wellness policy implementation in your school system? Select all that apply:

- Website
- Newsletters
- Word of mouth
- PTA/Community meetings
- School Board meetings
- Personal Invitation
- Email
- Social Media (i.e. Facebook, Twitter)
- Referenced in updated handbooks
- We do not have a mechanism in place for notifying the public about our school's wellness activities
- Other (please specify): _____
- Not Applicable
- Don't Know

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Q3.10 How are potential stakeholders made aware of their ability to participate in the development, review, updates, and implementation of your school system's School Wellness Policy? Select all that apply:

- Website
- Newsletters
- Bulletin board
- Fliers
- Word of mouth
- School Board meetings
- Community meetings
- Personal invitation
- Email
- Automated Calling System
- Social Media (i.e. Facebook, Twitter)
- Other (please specify): _____
- We do not have a mechanism in place for notifying potential stakeholders
- Don't Know

Q4.1 During the 2016-2017 school year, my school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) did not permit the marketing of foods/beverages that do not meet Maryland Nutrition Standards for All Foods Sold in School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) assured that all foods and beverages sold to students during the school day met the Maryland Nutrition Standards for All Foods Sold in School. This includes a la carte, vending, snacks or food carts, and any food-based fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q5.1 During the 2016-2017 school year, the schools in my school system provided breakfast to students through (select all that apply): Hover over each answer choice for definition/examples.

- Traditional breakfast in the cafeteria
- Breakfast in classrooms **students eat breakfast in their classroom after the official start of the school day. Students or staff may deliver breakfasts to classrooms from the cafeteria via coolers or insulated rolling bags, or school nutrition staff can serve breakfast from mobile carts in the hallways.**
- Second chance **breakfast** **students eat breakfast during a break in the morning, often after first period or midway between breakfast and lunch. Second Chance Breakfast may be referred to by a variety of names, such as Breakfast after First Period, School Brunch or Mid-Morning Nutrition Break.**
- Kiosk Grab-and-Go Breakfast **students pick up conveniently packaged breakfasts from mobile service carts in high traffic areas, such as hallways, entryways or cafeterias, when they arrive at school or between classes.**
- Don't Know

Q5.2 During the 2016-2017 school year, students and family members had opportunities to provide both suggestions and feedback for: school meals, meal programs, and other foods and beverages sold, served, and offered on school campuses:

- Yes, both students and family members had opportunities to provide suggestions and feedback.
- Yes, both students and family members had opportunities to provide either suggestions for school meals or feedback on the meal program.
- Either students or family members had opportunities, but not both.
- Neither students nor family members had these opportunities.
- Don't Know

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Q5.3 During the 2016-2017 school year, the school system's health education curriculum addressed the following topics on healthy eating (select all that apply):

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior
- None of these topics
- Other (please specify): _____
- Don't Know

Q6.1 If you have additional comments, please enter them below:

Q6.2 Thank you for your time, input, and participation!

Interested in learning more about school wellness initiatives throughout Maryland or School Wellness Tools?

Visit: www.marylandschoolwellness.org