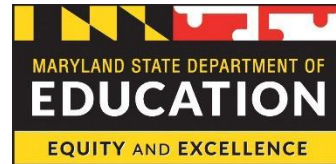


Maryland Local School Wellness Policy Triennial Assessment Report



Directions for Triennial Assessment Report: There are four parts to this report. Review the guidance instructions (in blue text boxes) for each part and fill in the required information. Email the final document to leslie.sessomparks@maryland.gov at the Office of School and Community Nutrition Programs (OSCNP).

(Refer to SM 19-20: Triennial Assessment of Local School Wellness Policy memo for additional information)

General Information

Local Education Agency (LEA) Name:

Frederick County Public Schools (FCPS)

Wellness Policy Title:

Wellness Regulation Document Number 400-82

Web Link:

<https://apps.fcps.org/legal/doc.php?number=400-82>

If applicable, related local regulation title(s):

Policy 409 Promotion of Health and Wellness – Students AND Policy 316 Promotion of Health and Wellness - Employees

Web Links:

<https://apps.fcps.org/legal/doc.php?number=409> AND

<https://apps.fcps.org/legal/doc.php?number=316>

Number of Schools/Sites in LEA:

65

Reporting Time Period/School Year(s):

SY 2018-19, SY 2019-20 & SY 2020-21

Person(s) Completing Tool:

Name: Monica Skidmore

Position: Registered Dietitian/Food and Nutrition Services Specialist II

Email: monica.skidmore@fcps.org

January 2020

Part 1: Comparison to a Model Wellness Policy

WellSAT 3.0

The MSDE recommends using WellSAT (www.wellsat.org) a quantitative tool, for wellness policy comparison. In order to improve written school wellness policies, WellSAT provides an overall strength and comprehensiveness score, in addition to subscale scores for specific content areas. Items in WellSAT 3.0 reflect current federal law and best practices.

During school year 2019-2020, the Maryland Wellness Policies and Practices Project (MWPPP) via the University of Maryland Division of Growth and Nutrition will be completing the WellSAT 3.0 on all LEA's wellness policies/regulations, and will provide a report to each individual LEA outlining their scores. In the future, LEAs may need to complete the WellSAT on their own.

WellSAT 3.0 Scores

Overall Comprehensiveness:

61 - See the attached WellSAT summary (Attachment 1: Frederick WellSAT Summary.pdf)

Overall Strength:

30

Analysis

Based on the results of the WellSAT, provide the following information:

- 1) A description of two policies/regulations that you would like to update.
- 2) How will your school health council/wellness team plan to update these items?

Identified Policy/Regulation #1:

Wellness Regulation 400-82 Section C #4.

Plans for Updating:

(See attachment 1: Frederick WellSAT Summary.pdf, section 2 Standards for USDA Meals) Currently there is nothing in our wellness regulation that addresses ensuring annual training for food and nutrition services staff in accordance with the USDA professional Standards. While the food service department has tracked annual training for years, it is not addressed and should be added in Wellness Regulation 400-82 (suggest in section C, #4). Adding this to the regulation will ensure that Mandatory training for food service staff will take place yearly and that all staff and community members will be aware that it is required and happening. We will discuss the addition at our School Health Council meeting and request to be on the agenda for the Superintendent's Advisory Committee who approves all changes to school system policy and regulations. Depending on when they meet and when we can be added to their agenda, we may not have the opportunity to make changes until SY 2021-22.

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Identified Policy/Regulation #2:

Wellness Regulation 400-82 Section C #4, letter b.

Plans for Updating:

(See attachment 5: Frederick WellSAT Summary.pdf, section 2 Standards for USDA Meals) Currently there is no wording in our policy that addresses how we protect the privacy of students who qualify for free or reduced-price meals. We actually have a very good system in place with use of our point of service, but this is not explained in the Wellness Regulation. This should be added in section C, #4, letter b. We will discuss the addition at our School Health Council meeting and request to be on the agenda for the Superintendent's Advisory Committee who approves all changes to school system policy and regulations. Depending on when they meet and when we can be added to their agenda, we may not have the opportunity to make changes until SY 2021-22.

Other Comments:

(see attachment 2: Attachment 1: Frederick MWPPP Summary.pdf, section 2C) We would also like to address in Wellness Regulation 400-82 that recess time cannot be shortened or taken away as a punishment or discipline. Currently our regulation states, "Other options should be explored when possible to avoid regular use of recess as a time for students to make up work or as a time to administer discipline related to classroom behavior or performance." on page 4, section C, #3, letter a (4). This change will also be discussed at our School Health Council meeting, and we will request to be on the agenda for the Superintendent's Advisory Committee who approves all changes to school system policy and regulations. Depending on when they meet and when we can be added to their agenda, we may not have the opportunity to make changes until SY 2021-22. Again, our WellSAT Summary is attached (Attachment 1: Frederick WellSAT Summary.pdf)

Part 2: Extent of Each Schools' Compliance with the Wellness Policy

School-Level Compliance Tool

The LEA is responsible for ensuring that a Triennial Assessment of **all** schools under its jurisdiction is conducted (see School Meals memo SM 23-17). Examples of school-level reporting include the following:

1. A summary of wellness practices for each school
2. A grading system with scores given to each school.

Tools to support school-level compliance with the LEA wellness policy include examples in the table below. The table also includes the school survey to support completion of the first Triennial Assessment conducted by the MWPPP. If a LEA did not have 100% school participation in the MWPPP school survey, the district's data specialist may be helpful in compiling the aggregated data required for this report using another tool.

How many schools/sites completed an assessment of compliance to the school wellness policy?

65 schools (100%)

January 2020

Identify the tool(s) used to assess compliance. Check boxes where applicable.

Compliance Tools	Check if applicable
<p>Maryland Wellness Policies and Practices Project school survey: A school-level survey to measure individual school(s)/site(s) compliance to federal and state wellness policy requirements. The survey is focused on nutrition and physical activity. http://www.marylandschoolwellness.org/</p> <ul style="list-style-type: none"> ● Aggregate summary report is produced for local school systems. 	<input checked="" type="checkbox"/>
<p>Maryland School Wellness Scorecard: A school-level scorecard adapted from the School Health Index that focuses on federal and state wellness policy requirements and best practices. The scorecard focuses on the physical activity environment, nutrition guidelines, and the nutrition environment. It can be used for both assessment and action planning. http://www.eatsmartmaryland.org</p> <ul style="list-style-type: none"> ● LEA will need to produce aggregate summary report. 	<input type="checkbox"/>
<p>School Health Index: The <i>School Health Index (SHI) Self-Assessment and Planning Guide</i> is an online self-evaluation and planning tool for schools. SHI aligns with the Whole School, Whole Community, Whole Child model, which expands beyond nutrition and physical activity. https://www.cdc.gov/healthyschools/shi/index.htm</p> <ul style="list-style-type: none"> ● LEA will need to produce aggregate summary report. 	<input type="checkbox"/>
<p>Action for Healthy Kids Game On: An on-line tool for schools to assess their wellness policies and best practices and action plan on improving their environment. The focus of this tool is on nutrition and physical activity. https://www.actionforhealthykids.org/game-on-program/</p> <ul style="list-style-type: none"> ● LEA will need to produce aggregate summary report. 	<input type="checkbox"/>
<p>Alliance for Healthier Generation Healthy Schools Assessment: A on-line tool for schools to assess and action plan about their health and wellness policies and practices. The tool is aligned with School Health Index and the Whole School, Whole Community, Whole Child model, which expands beyond nutrition and physical activity. https://www.healthiergeneration.org/take-action/schools</p> <ul style="list-style-type: none"> ● LEA will need to produce aggregate summary report. 	<input type="checkbox"/>
<p>LEA survey tool: LEAs can develop their own tool to survey schools on compliance of their school wellness policy.</p> <ul style="list-style-type: none"> ● LEA will need to produce aggregate summary report. 	<input checked="" type="checkbox"/>

Other tool(s), if applicable:

Click or tap here to enter text.

Aggregate Summary of School-Level Compliance

Aggregate reports should summarize each school-level report to minimally include:

- Total schools/sites in LEA
- Total schools/sites or percentage responding to compliance tool
- Percentage compliance to the following:
 - Smart Snack standards
 - Physical activity goals
 - Nutrition education and promotion goals,
 - Food and beverage marketing standards,
 - All non-sold foods made available to students (birthdays, celebrations, rewards)
 - Other school-level wellness activities

Provide an aggregate summary of school-level compliance with the LEA's wellness policy.

See the attached summary from the University of Maryland (Attachment 2: Frederick MWPPP Summary.pdf) which provides details about 47 of our 65 schools. Additional data and complete summary of the additional data that also includes the 47 schools who completed the MWPPP survey is also attached (column "C" and "D" in the "Attachment 4: Frederick Worksheet and Analysis of Updated Data.pdf"). Nine other schools also completed the MWPPP survey after the summary was completed by the University of Maryland in the Frederick MWPPP Summary report. We have the raw data for those 9 schools. The data is shown in column "E" in the "Frederick Worksheet and Analysis of Updated Data.pdf". Finally, we addressed the last 9 schools that did not fill out the MWPPP survey at all. The survey tool that we created and sent out in 2021 to those final 9 schools that did not complete the original MWPPP survey in SY 2018-19 or in 2020, is attached (Attachment 3: Frederick Survey Questions.pdf). Data for the 9 schools that filled out the "Frederick Survey Questions" survey is listed in column F of the "Frederick Worksheet and Analysis of Updated Data.pdf" The attached report "Attachment 4: Frederick Worksheet and Analysis of Updated Data.pdf" provides an analysis and summary of all 65 schools' aggregated data from all 3 subgroups who took either of the surveys.

Part 3. Progress in Meeting the School Wellness Policy Goals

To summarize your LEA's progress in meeting the goals of the school wellness policy, use information and data from Part I and Part 2 of the Triennial Assessment report to complete the questions below.

Areas of Success

Example areas of success: *Collaborated with Alliance for Healthier Generation in 10 schools to support improving the nutrition and physical activity environment. Provided professional development to over 100 elementary school teachers on how to integrate physical activity throughout the school day. Identified funding for wellness team leaders/champions in each school.*

1. Identify two successes of how schools are meeting wellness policy goals and regulations, and how they are adopting best practices?

Success #1:

According to the data presented by the University of Maryland on our MWPPP summary, wellness teams increased over time from 27% in SY 2012-13 to 79% in SY 2018-19. More recently this has jumped to 100% because all Frederick County Public Schools have their wellness committees incorporated with their school improvement committees. All schools are required to have a School Improvement Plan (SIP) that is written yearly by each school's School Improvement Committee. The School Improvement Committees also act as each school's wellness committee and the SIP includes the schools' individual yearly health and wellness plan with 4 goals: nutrition education and promotion (student focused), physical education (student focused), another wellness goal of the school's choice (student focused) and another wellness goal of the school's choice (student AND/OR staff focused). The 4 goals must include strategies or tactics and a progress monitoring tool. Refer to the attachment called "Attachment 5: Frederick Worksheet and Analysis of SIP Reviews.pdf" for the data and analysis of the SIP reviews for each schools' wellness goals.

Success #2:

According to the data presented by the University of Maryland on our MWPPP summary, 25% of Frederick County schools that conducted a needs assessment reported that they used the "Maryland Wellness Scorecard." This Maryland-specific tool can help schools assess wellness needs, set goals and report to school leadership.

2. How is your LEA and wellness council/school health council, etc. supporting implementation of the school wellness policy?

The School Health Council members collaborate in smaller groups and analyze and evaluate the schools' health and wellness section of their SIPs and provide feedback on ways to make the school's goals stronger. See the attached report, "Frederick Worksheet and Analysis of SIP Reviews.pdf," for a summary of the evaluations completed by the School Health Council. The leadership of the School Health Council also attends a meeting in the summer for members of the schools' school improvement committees to train staff on how to strengthen their strategies and complete progress monitoring for their health and wellness goals in the SIPs.

Areas of Improvement

3. What are two areas for improvement and what are your goals for improvements? Utilize SMART (Specific, Measurable, Attainable, Realistic, Time bound) goals to measure improvement.

Area for Improvement #1:

(See Attachment 1: Frederick WellSAT Summary, section 6: Evaluation) Communicating to and educating our schools and staff about the Wellness Regulation.

Goals for Improvement #1:

In order to communicate to and educate our schools' leaders and School Improvement Committees, we plan to request an addition to Wellness Regulation 400-82 that states administrators will be informed of "highlights" in the Wellness Regulation by allowing the School Health Council to add quarterly wellness notes in the administrator's ACTS newsletter. Once approved, the SHC will create informational messages for the ACTS newsletter about areas of concern in schools regarding the wellness regulation to ensure schools understand the wellness regulation.

Area for Improvement #2:

Communicating our system wide Wellness Regulation and each school's Health and Wellness goals to the public.

Goals for Improvement #2:

In order to communicate with the public effectively, we plan to request an addition to our Wellness Regulation, that all schools must publish on their websites, their school's school improvement plan (SIP). Only Title 1 schools are required to publish their SIPs with the school's health and wellness goals to their school websites at this time.

Other Comments:

None

Part 4. Reporting to the Public

Public Accessibility

LEAs are required to make the wellness policy and the Triennial Assessment public. At minimum, LEAs should make Part 2 of the Triennial Assessment public (the summary of how school(s)/site(s) comply with the wellness policy).

Indicate the dates and methods (email, phone, meeting minutes, press release, social media, newsletter, automated messages and/or website) that the Triennial Assessment will be made public accessible for each target audience.

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Target Audience:

School Board

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Families/Parents

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Students

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Teachers

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, the WellSAT summary and the MWPPP summary, will all be

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available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

School Administrators

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Other School Staff

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Community Partners

Date(s):

By September 30, 2021

Method(s):

The Triennial Wellness Assessment Report and data analysis reports (Frederick Worksheet and Analysis of Updated Data and Frederick Worksheet and Analysis of SIP Reviews), the Frederick WellSAT summary and the Frederick MWPPP summary, will all be available online on the Food and Nutrition Services home page at www.fcpsnutrition.com and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>.

Other

Date(s):

By September 30, 2021

Method(s):

Methods to direct the public to these websites,

the Food and Nutrition Services home page at www.fcpsnutrition.com

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and the FCPS School Health Council homepage at <https://www.fcps.org/wellness-resources/index>

can be communicated in a Find out First message (this an email sent to all FCPS parents, community members, stakeholders, and students who are signed up for the messages), a press release, a message on Channel 18 (the FCPS television channel) and social media messages (to students, parents, staff, community members).

Thank You.

Maryland Wellness Policies and Practices Project

School System Wellness Policy Report

School System: Frederick County

Policies Evaluated: Policy Number: 409 Revised: 8/22/18 Reg. Number 400-82 Amended 5/15/19

Summary of School Wellness Policy Scores				
WellSAT 3.0 Item	Comprehensiveness (weighted score)		Strength (weighted score)	
	Frederick County	MD	Frederick County	MD
Nutrition Education	75	71	25	65
Standards for USDA School Meals	50	48	38	25
Nutrition Standards	69	65	46	40
Physical Education & Physical Activity	56	53	25	26
Wellness Promotion and Marketing	67	48	33	25
Evaluation	50	66	13	32
Overall	61	59	30	31

Strength and Comprehensiveness of your Wellness Policy measured using a New Tool

For 2018- 2019 of the MWPPP, we evaluated each school system's written wellness policy using the new WellSAT 3.0, developed by the Rudd Center for Food Policy & Obesity at the University of Connecticut. The WellSAT3.0, is an online standardized method of comparing wellness policy statements to new USDA school food requirements and current best practices or model language in areas of school wellness as recommended by an expert working group.

Please note: 1) MWPPP evaluated policies effective by 2017 or policies confirmed by School Health Council Leadership 2) not all WellSAT 3.0 policy items are part of current federal written wellness policy requirements and instead may be recommended best practices.

WellSAT3.0 generates scores ranging from 0 to 100 for both the comprehensiveness and strength of the policy language. Comprehensiveness refers to how well recommended content areas are covered in the policy, and strength refers to how strongly the content is stated. Policies with both recommended content and specific and directive language receive higher scores. You can learn more about the WellSAT3.0, or evaluate a school system's wellness policy through their website: <http://www.wellsat.org>.


WELLSAT 3.0 Policy Teams & Scoring Rubric

School wellness policies in Maryland were evaluated based on the degree to which they addressed 67 policy items, categorized into six sections:


Policy Section	Number of Items
Nutrition Education	8
Standards for USDA School Meals	10
Nutrition Standards	13
Physical Education & Physical Activity	16
Wellness Promotion and Marketing	12
Evaluation	8

Each policy item is rated as:





- "0" (not included in the text of the policy)
- "1" (weak, item mentioned but statement is vague, unclear, or confusing)
- "2" (strong, item mentioned and specific/strong language is used, indicating that action or regulation is required)

Items in the report that are required by federal regulations are marked with the following icon: 







Section 1: Nutrition Education

Policy Item	Rating	
Includes goals for nutrition education that are designed to promote student wellness. 	1	
Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1	
All elementary school students receive sequential and comprehensive nutrition education.	2	
All middle school students receive sequential and comprehensive nutrition education.	2	
All high school students receive sequential and comprehensive nutrition education.	1	
Nutrition education is integrated into other subjects beyond health education	1	
Links nutrition education with the school food environment.	0	
Nutrition education addresses agriculture and the food system.	0	
Subtotal for Section 1: Nutrition Education	Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100	75
	Strength Score Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	25

Section 2: Standards for USDA School Meals

Policy Item	Rating	
Assures compliance with USDA nutrition standards for reimbursable school meals.		2
Addresses access to the USDA School Breakfast Program.		2
District takes steps to protect the privacy of students who qualify for free or reduced priced meals.		0
Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.		0
Specifies how families are provided information about determining eligibility for free/reduced priced meals.		0
Specifies strategies to increase participation in school meal programs.		1
Addresses the amount of "seat time" students have to eat school meals.		0
Free drinking water is available during meals.		2
Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.		0
Addresses purchasing local foods for the school meals program.		0
<p style="text-align: center;">Subtotal for Section 2: Standards for USDA School Meals</p>	<p>Comprehensiveness Score</p> <p>Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100</p>	50
	<p>Strength Score</p> <p>Count the number of items rated as "2" and divide this number by 10. Multiply by 100.</p>	38


Section 3: Nutrition Standards

Policy Item	Rating	
Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.		1
USDA Smart Snack standards are easily accessed in the policy.		2
Regulates food and beverages sold in a la carte.		2
Regulates food and beverages sold in vending machines.		2
Regulates food and beverages sold in school stores.		2
Addresses fundraising with food to be consumed during the school day.		2
Exemptions for infrequent school-sponsored fundraisers.		0
Addresses foods and beverages containing caffeine at the high school level.		0
Regulates food and beverages served at class parties and other school celebrations in elementary schools.		1
Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.		0
Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.		0
Addresses food not being used as a reward.		1
Addresses availability of free drinking water throughout the school day.		2
<p style="text-align: center;">Subtotal for Section 3: Nutrition Standards</p>	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100</p>	69
	<p>Strength Score Count the number of items rated as "2" and divide this number by 13. Multiply by 100.</p>	46







Section 4: Physical Education & Physical Activity

Policy Item	Rating	
There is a written physical education curriculum for grades K-12.	1	
The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2	
Physical education promotes a physically active lifestyle.	2	
Addresses time per week of physical education instruction for all elementary school students.	1	
Addresses time per week of physical education instruction for all middle school students.	1	
Addresses time per week of physical education instruction for all high school students.	1	
Addresses qualifications for physical education teachers for grades K-12.	2	
Addresses providing physical education training for physical education teachers.	0	
Addresses physical education exemption requirements for all students.	0	
Addresses physical education substitution for all students.	0	
Addresses family and community engagement in physical activity opportunities at all schools.	0	
Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1	
Addresses recess for all elementary school students.	2	
Addresses physical activity breaks during school.	0	
Joint or shared-use agreements for physical activity participation at all schools.	0	
District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0	
<p style="text-align: center;">Subtotal for Section 4: Physical Education & Physical Activity</p>	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100</p>	56
	<p>Strength Score Count the number of items rated as "2" and divide this number by 16. Multiply by 100.</p>	25

Section 5: Wellness Promotion and Marketing

Policy Item	Rating	
Encourages staff to model healthy eating and physical activity behaviors.	1	
Addresses strategies to support employee wellness.	2	
Addresses using physical activity as a reward.	1	
Addresses physical activity not being used as a punishment.	0	
Addresses physical activity not being withheld as a punishment.	0	
Specifies marketing to promote healthy food and beverage choices.	1	
Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	 2	
Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2	
Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0	
Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	2	
Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	0	
Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	2	
Subtotal for Section 5: Wellness Promotion and Marketing	Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100	67
	Strength Score Count the number of items rated as "2" and divide this number by 12. Multiply by 100.	33

Section 6: Evaluation

Policy Item	Rating	
Addresses the establishment of an ongoing district wellness committee.	1	
Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	 0	
Identifies the officials responsible for the implementation and compliance of the local wellness policy.	 2	
Addresses making the wellness policy available to the public	 1	
Addresses the assessment of district implementation of the local wellness policy at least once every three years.	 1	
Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	 0	
Addresses a plan for updating policy based on results of the triennial assessment.	 0	
Addresses the establishment of an ongoing school building level wellness committee.	0	
Subtotal for Section 6: Evaluation	Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100	50
	Strength Score Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	13

Overall School System Policy Score	
Total Comprehensiveness	61
Total Strength	30

Frederick County Public Schools

MARYLAND WELLNESS POLICIES & PRACTICES PROJECT

Data Briefing: 2018-2019 School Year

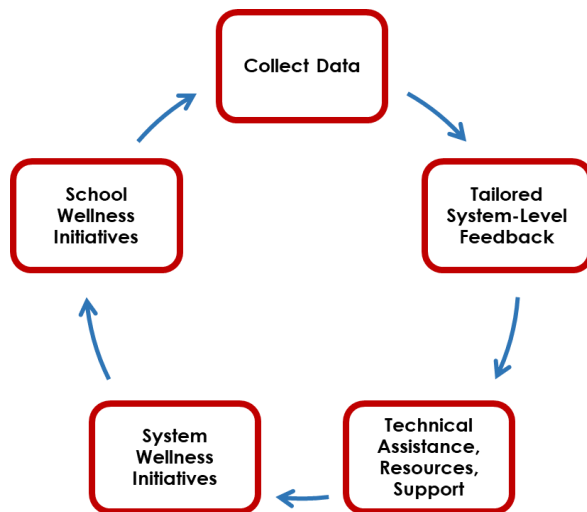


The mission of the Maryland Wellness Policies and Practices Project (MWPPP) is to enhance opportunities for healthy eating and physical activity for Maryland students by helping schools and school systems create and implement strong and comprehensive wellness policies.

The MWPPP employs a continuous quality improvement model (see the figure on the right) to assess wellness policy implementation in schools through biennial evaluations, system-level recommendations, and technical assistance provision to school systems.

The MWPPP is a statewide initiative and includes the :

- ◆ University of Maryland School of Medicine
- ◆ Maryland State Department of Education (MSDE)
- ◆ Maryland Department of Health
- ◆ University of Maryland Extension



FEDERAL WELLNESS POLICY REQUIREMENTS

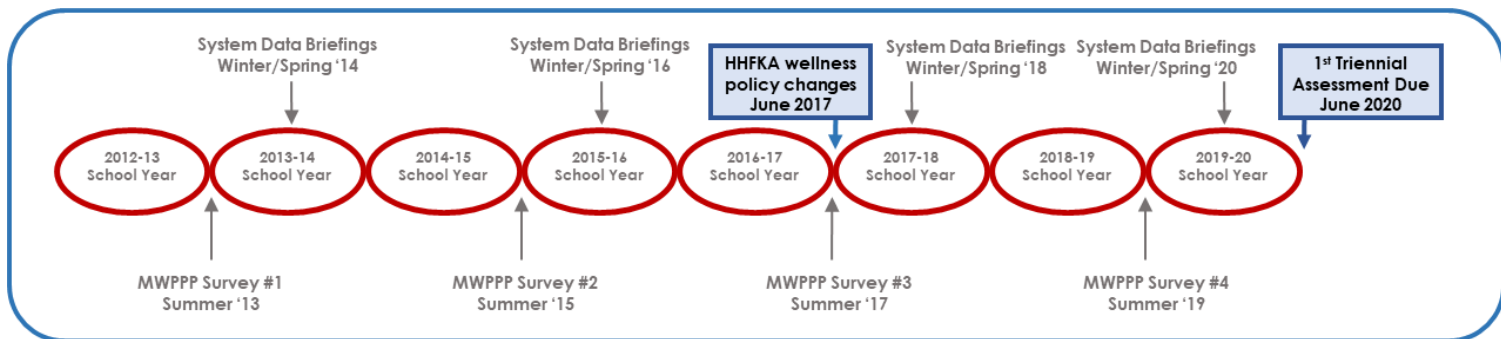
Wellness policies can improve food choices, dietary intake, and physical activity for students and staff. However, to be effective, a wellness policy must be implemented, monitored, and assessed. The Healthy, Hunger-Free Kids Act (HHFKA) of 2010¹ required all Local School Systems participating in federal child nutrition programs to update and expand their written wellness policy by June 2017 and publicly report on school-level wellness policy implementation beginning in June 2020 and every three years thereafter ("the triennial assessment").

The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, to address the unique needs of each school. The MWPPP is a resource for school systems to meet the HHFKA provisions. **This report** provides information on two of the three components of the triennial assessment: [1] comparison with a model wellness policy (Section 1) and [2] reporting on school-level wellness policy compliance (Section 2). For the third triennial assessment component, school systems will report on progress toward meeting goals of their wellness policy. Based on the HHFKA, the written wellness policy and any policy updates must be made available to the public on an annual basis, and all three components of the triennial assessment must be made publicly available by June 30th, 2020.



Throughout the report, this icon denotes policies or practices required by the Federal Government

THE MWPPP TIMELINE



SECTION 1: WRITTEN WELLNESS POLICY SCORING

The Wellness School Assessment Tool (WellSAT) scores wellness policy language.² All items in the WellSAT 3.0 reflect current federal law or best practices.

Scores range from 0 to 100 for both the strength and comprehensiveness of the policy language. Strength refers to how strongly the content is stated. Comprehensiveness refers to how well recommended content areas are covered in the policy.

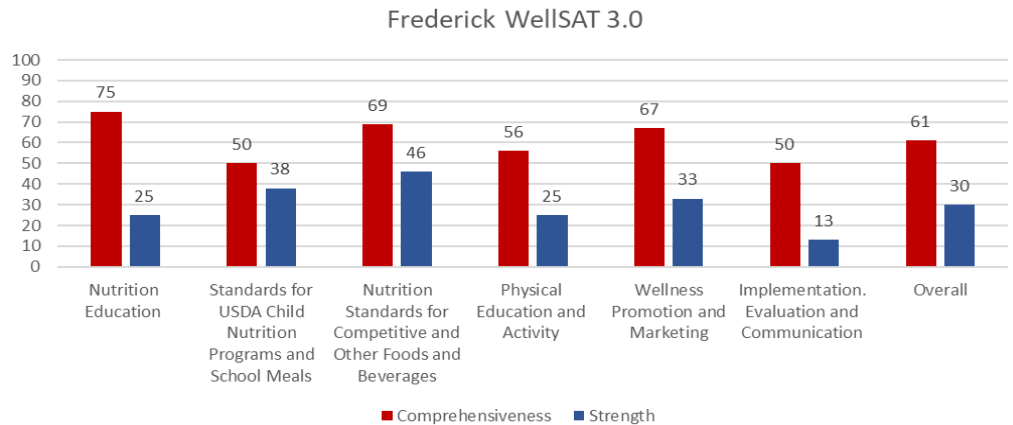
WellSAT 3.0 evaluates six policy sections:

1. Nutrition Education
2. Standards for USDA Child Nutrition Programs and School Meals
3. Nutrition Standards for Competitive and Other Foods and Beverages
4. Physical Education and Activity
5. Wellness Promotion and Marketing
6. Implementation, Evaluation, and Communication

A tailored WellSAT 3.0 score report will be given to each Maryland school system in Spring 2020 to meet the HHFKA triennial assessment final rule requirement #1 (comparison to a model policy).



WellSAT 3.0 comprehensiveness and strength scores for wellness policies across Frederick school systems (average), overall and for each of the six policy sections, for Frederick County is shown to the right.



RESOURCE HIGHLIGHT!

MSDE TRIENNIAL ASSESSMENT GUIDANCE & REPORTING TOOL

MSDE's Office of School and Community Nutrition Programs has developed a Triennial Assessment Guidance and Reporting Tool³ for school systems to prepare for the first triennial assessment, due by June 30, 2020. This tool provides detailed guidance on what is required for the triennial assessment and contains the reporting framework for submitting the first assessment. In addition to the three triennial assessment requirements, the tool also captures methods for sharing school wellness information to the public, a HHFKA requirement.

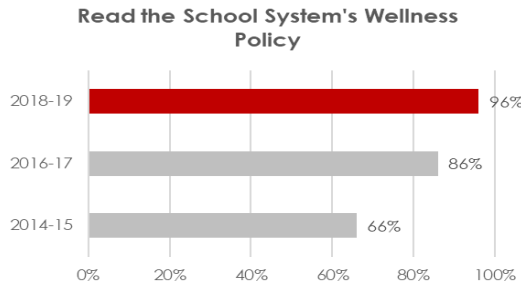
Maryland-specific examples below illustrate weak and strong wellness policy language for new HHFKA wellness policy requirements.

Policy Item	Example Weak Language	Example Strong Language
Food/Beverage Marketing	Marketing strategies, such as taste tests and signage in the cafeteria, should be used to promote healthy food and beverages throughout the school.	Any foods and beverages marketed or promoted to students on the school campus during the school day, will meet or exceed the "Maryland Nutrition Standards for All Foods Sold in Schools" such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.
Public Involvement in the Development, Review, and Update of the Policy	Students, parents, and/ or community members are welcome to join wellness committee.	School Wellness Council reviews the District Wellness Policy every three years. Members of the School Health/Wellness Council will represent all school levels and include, but not be limited to: parents and caregivers; students; representatives of the school nutrition program physical education teachers; health education, mental health and social services staff, the general public etc.
Foods Provided but Not Sold During the School Day	We will allow one traditional party food during celebrations.	Incentives or awards for student achievement shall be non- food health minded incentives e.g. extra recess, leadership opportunities, brain boost, public acknowledgment of achievements.

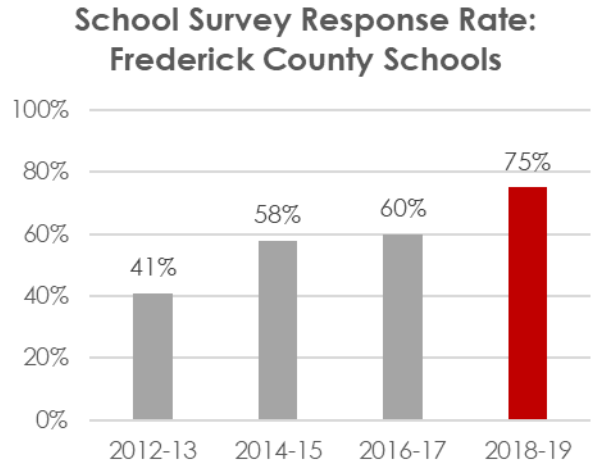
SECTION 2: FREDERICK COUNTY (FCPS)-SPECIFIC SCHOOL WELLNESS DATA

Section 2 outlines school-level wellness practices from the MWPPP school survey that either align with HHFKA policy changes or have a clear scientific link to student academic or behavioral outcomes. Additional data are provided to each school system in Spring 2020 and the full survey is available

The school survey response rate for the 2018-2019 school year was 75%, (higher than prior years), with 47 schools completing the survey. 81% of respondents were administrators, with the rest representing teachers and staff, many of whom led school-level wellness teams.



96% of Frederick County schools reported having read their school system's wellness policy, an increase since first asked in 2014-2015.



MARYLAND'S SYSTEM LEVEL RECOMMENDATIONS

Evidence suggests schools that perceive system support are more likely to implement their written wellness policy. Maryland's 10 evidence-based recommendations for school systems to promote wellness policy implementation, originally released in 2010, are built around three themes: Build, Communicate, and Monitor.

Build

1. Maintain a system-level school health council
2. Identify funding to support policy implementation
3. Communicate implementation plan to the public
4. Train staff to support policy implementation

Communicate

5. Report policy goals to local school board
6. Communicate system-level wellness initiatives to school-level wellness councils
7. Communicate progress in wellness policy implementation to public

Monitor







8. Hold regular policy meetings to review current policies
9. Measure semi-annual or annual progress in achieving system wellness goals
10. Provide technical assistance for the evaluation and reporting of policy implementation



Throughout the report, this icon denotes Maryland-specific recommendations

SECTION 2A: SCHOOLS' PERCEPTIONS OF SYSTEM SUPPORT

The MWPPP survey asked Frederick County schools about perceived system-level support for school wellness initiatives.

My school system...	2018-19 % Fully In Place
 Has a school health council to address general health and wellness issues	55%
 Provides technical assistance to schools for evaluating wellness policy implementation	34%
  Provides public updates on the content and implementation of wellness policies	38%
  Has a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies	30%



MARYLAND'S SCHOOL LEVEL RECOMMENDATIONS

Maryland's 5 evidence-based recommendations for schools to promote wellness policy implementation, originally released in 2013, are built around the same themes as the system recommendations: Build, Communicate, and Monitor.

Build

1. Establish a school-level wellness team and appoint a coordinator
2. Develop school wellness goals and an implementation plan connected to school improvement team goals
3. Identify resources to implement wellness policy priorities

Communicate

4. Communicate and promote the importance of healthy eating and physical activities for students, families, and the community

Monitor

5. Gather and report school-level data on wellness policy implementation

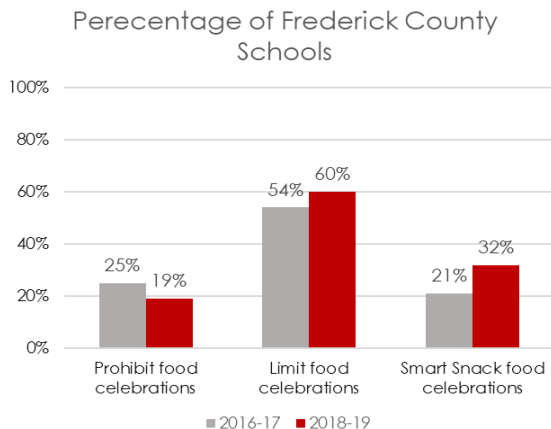
SECTION 2B: NUTRITION GUIDELINES & ENVIRONMENT

Below we highlight the implementation of some HHFKA nutrition-specific wellness policy practices in Frederick County schools over time.

My School....	% Fully In Place	
	2016-2017	2018-2019
Does not permit staff to use food/beverages as a reward for academic performance or good behavior	32%	40%
Assures that all foods and beverages sold to students during the school day meet the Maryland Nutrition Standards for All Foods Sold in School ⁵	68%	68%
Makes safe, unflavored, drinking water available throughout the school day at no cost to students	82%	81%

Let's Celebrate!

Each School System can decide how to address foods/beverages provided during celebrations in their written wellness policy.



Breakfast is Brain Food!

Studies have shown that when schools provide breakfast it increases academic performance, especially for math. Participation in school breakfast can improve: Grades, Attendance, Behavior, & Punctuality.⁶

Schools in Frederick County are providing breakfast through:

- 75%** Traditional breakfast in the cafeteria
- 26%** Breakfast In the classroom
- 4%** Second chance breakfast
- 9%** Kiosk Grab-and-Go Breakfast

*Schools can report on providing breakfast in more than one category

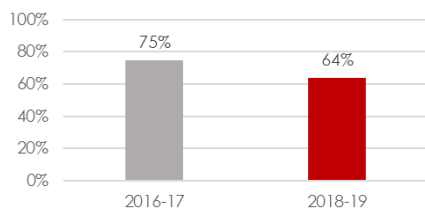
FUNDRAISING & FOOD MARKETING

Federal and Maryland State Law Says: Any food/beverage item sold during the school day (outside of the breakfast or lunch program) must meet Maryland Nutrition Standards for All Foods Sold in Schools.⁵ The State has determined that there are no exempted fundraisers during the school day. This policy is in place from midnight prior to 30 minutes after the end of the official school day without exception.

Federal regulations   further mandate that any food or beverage that does not meet the state's standard for Smart Snacks may not be marketed or promoted on campus during the school day.

Frederick County schools reported on food/beverage marketing restrictions in place in their school in the MWPPP survey.

Restricts Marketing on the school campus during the school day to only foods/beverages meeting Smart Snacks standards



Types of Fundraisers Reported in Frederick County Schools:

During the School Day

34% Non-food sales during school day
11% Food sales (of these, **4%** met Smart Snacks Standards)

After School

45% Food sales (of these, **9%** met Smart Snacks Standards)
94% Restaurant nights

Other

66% Physical activity promotion

Resource highlight! Information for schools on the Maryland Nutrition Standards for All Foods Sold in Schools, including fundraisers and marketing, is provided in the "Smart Snacks in Maryland" video.⁷





SECTION 2C: PHYSICAL ACTIVITY AND EDUCATION

Providing physical activity during the school day can significantly improve student academic achievement and time in on-task behaviors.⁸ There are multiple ways for children to be active at school, including physical education class, recess, classroom physical activity breaks/integration, and before/after school programs. Physical activity and education specific survey responses for Frederick County schools, over time, are shown below.

My school...	% Fully In Place	
	2016-17	2018-19
Does NOT permit physical activity to be used as punishment (e.g. making students run laps, do push-ups)	75%	79%
Does NOT permit physical activity to be WITHHELD as punishment (e.g. taking away recess or ending PE class early)	46%	53%
Provides resources, support, and/or training to implement regular physical activity breaks for every grade	43%	49%
Provides opportunities to integrate physical activity during classroom instruction for content such as math, science, music, and fine arts	39%	60%
Provides Recess:		
Elementary	73%	73%
Middle	23%	27%

SECTION 2D: FAMILY AND COMMUNITY INVOLVEMENT

Involvement of the broader school community is an important element of the HHFKA wellness policy changes. The table below shows how Frederick County schools are involving families and communities in school wellness.

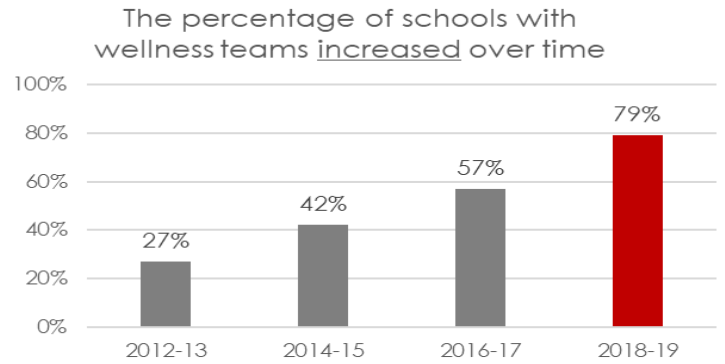
My school...	% Fully In Place	
	2016-17	2018-19
  Provides opportunities for parent and/or student input on wellness policy implementation	14%	26%
  Communicates the status of school-level implementation of wellness policies to parents/families	7%	34%
Organizes and holds activities involving families to support and promote healthy eating and physical activity among students	32%	36%
Partners with community organizations to support and promote healthy eating and physical activity among students	32%	34%

SECTION 2E: SCHOOL WELLNESS TEAMS

37 out of 47 (79%) schools had a wellness team.



This section presents data on wellness team best practices for the 37 Frederick County schools with a wellness team in 2018-19.

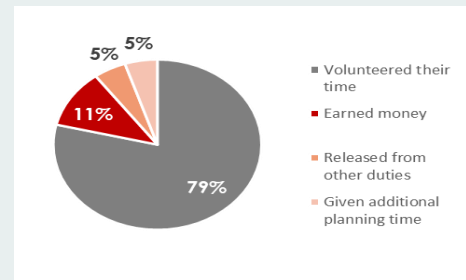


MEMBERSHIP

Wellness teams included the following members:

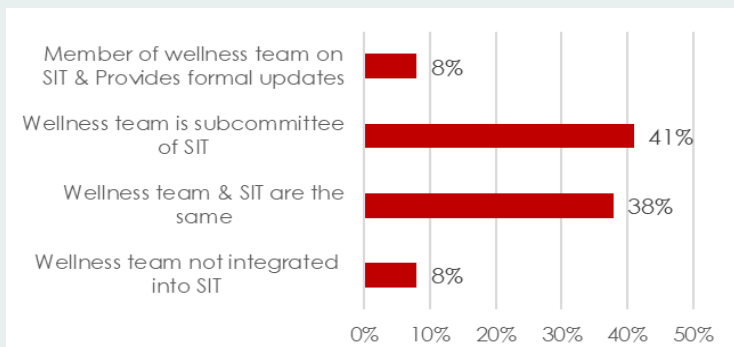
Teacher (Non-PE/ Health) 70%	PE Teacher 78%	Administrator 78%	Nurse 5%	Parent 16%
School Counselor 27%	Health Teacher 27%	Community Organizations 8%	Food Service 5%	Student 3%

COMPENSATION The majority of wellness team leaders volunteered their time

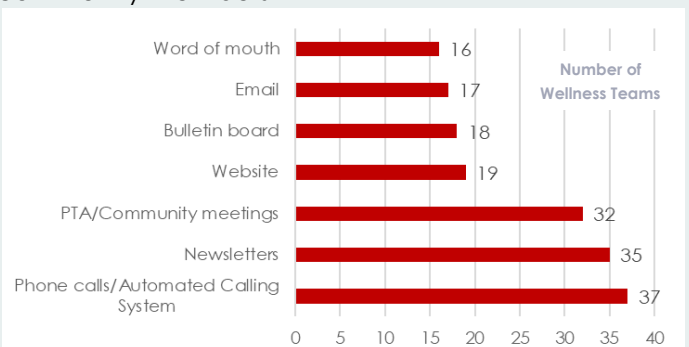


SCHOOL IMPROVEMENT TEAM (SIT)

Most wellness teams are integrated with the SIT

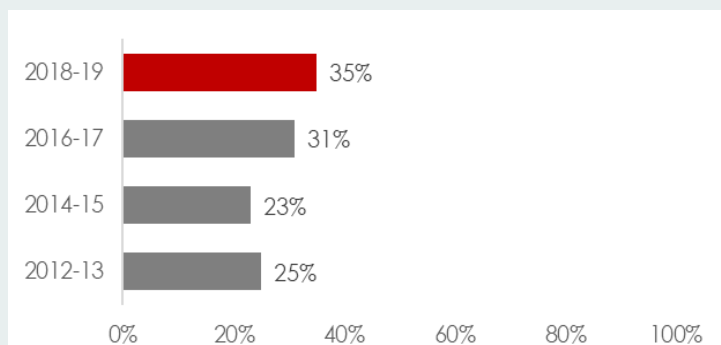


INVOLVING THE PUBLIC Wellness teams used a variety of strategies for reaching families and community members

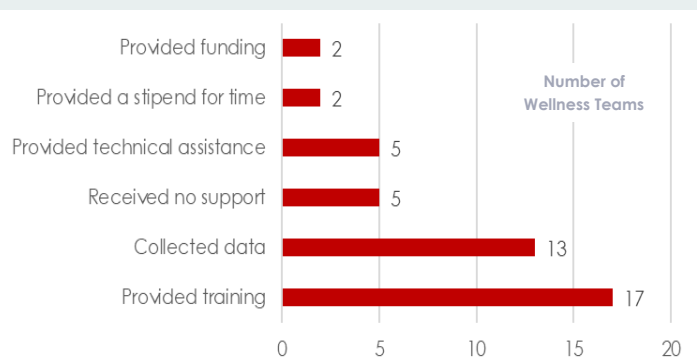


WELLNESS TEAM MEETING FREQUENCY

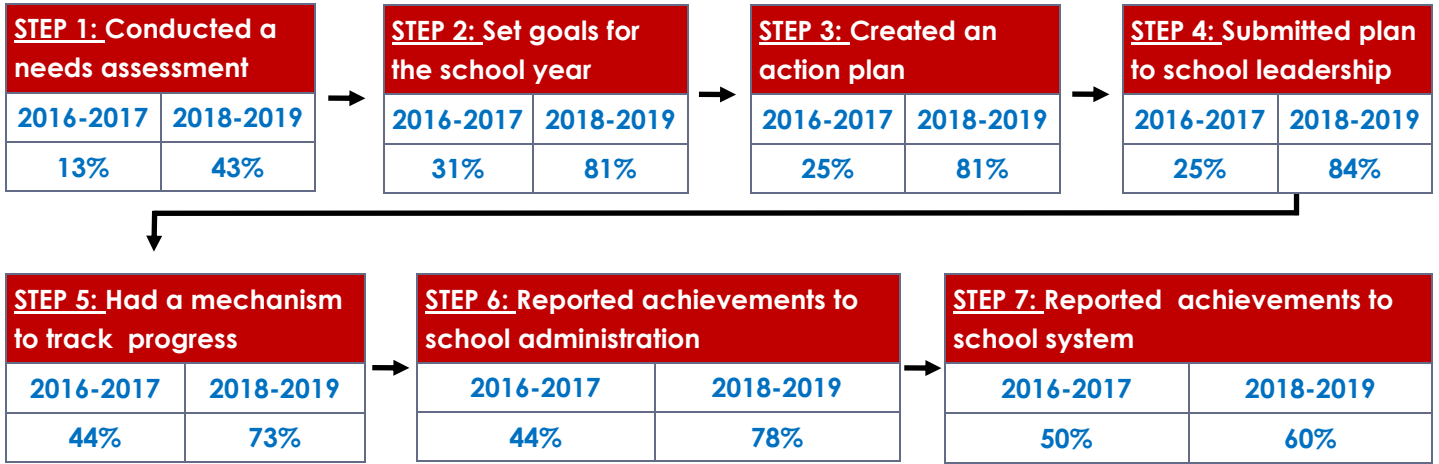
One third of wellness teams meet 4+ times each year.



SYSTEM SUPPORT Most wellness teams report receiving support from the school system



PROCESS FOR WELLNESS TEAM GOAL SETTING AND REPORTING



Building a school wellness team is the first step to enhance school wellness. Sustainable change occurs when teams are supported to meet and exceed wellness goals! Building a wellness team, securing system support, and tracking measurable goals ensures that school wellness is a priority for all.

RESOURCE HIGHLIGHT!

25% of Frederick County schools that conducted a needs assessment used the "Maryland Wellness Scorecard". This brief, Maryland-specific, tool⁹ can be used by schools to conduct a needs assessment, set goals, and report to school and system leadership.

WELLNESS TEAMS AND THE WHOLE SCHOOL, WHOLE CHILD, WHOLE COMMUNITY MODEL

The Whole School, Whole Community, Whole Child (WSCC) model is a framework to address health within schools,¹⁰ with students, at the center of the model. WSCC stresses the need for coordination among policy, process, and practice, greater alignment across health and education by incorporating 10 key components of school health and emphasizing the school as an integral part of the community. The table indicates the WSCC area(s) for which wellness teams set goals.



Wellness Team Goals Aligned with WSCC Components among Frederick County Wellness Teams	2016-17	2018-19
Employee Wellness	75%	87%
Physical Education & Physical Activity	63%	70%
Health Education	31%	62%
Nutrition Environment and Services	19%	46%
Social and Emotional School Climate	38%	70%
Family Engagement	50%	38%
Community Involvement	63%	16%
Health Services	13%	22%
Counseling, Psychological & Social Services	19%	35%
Physical Environment	13%	38%

SECTION 2F: EMPLOYEE WELLNESS

Given the focus on employee/staff wellness by many wellness teams, information on staff wellness practices among Frederick County Schools is listed below. Research shows that staff members who participate in wellness activities experience lower levels of burnout and absenteeism as well as higher levels of job satisfaction and performance.¹¹

My school...	% Fully In Place	
	2016-17	2018-19
Organized and held activities for staff to support and promote healthy eating and physical activity	32%	62%
Provided training/education to encourage staff to model healthy eating and physical activity behaviors	18%	38%

SECTION 3: 2020 CALL TO ACTION FOR FREDERICK COUNTY SCHOOL SYSTEMS

Call to Action	Steps	Support Data
WRITTEN WELLNESS POLICIES Update system level written wellness policies to meet federal and state requirements	<ul style="list-style-type: none"> ◆ Read your school level wellness policy ◆ Ensure policy aligns with HHFKA ◆ Make wellness policy available to the public ◆ Set wellness goals for the year 	The average comprehensiveness score for Frederick County Wellness policy was 61 (out of a possible 100), indicating that policy language needs to be expanded and strengthened to include all recommended and required components. 96% of school survey respondents reported that they read their system wellness policy
BUILD Establish school-level wellness teams; appoint coordinators	<ul style="list-style-type: none"> ◆ Support school-based wellness team development and sustainability ◆ Promote evidence-based wellness team practices in schools 	79% of schools have a wellness team in place Of those with a wellness team... 43% conducted a needs assessment 87% of wellness teams reported receiving support from their school system 35% of Wellness Teams meet at least 4 times a year
COMMUNICATE Communicate system-level wellness initiatives to schools	<ul style="list-style-type: none"> ◆ Make schools aware of wellness policies and the system-level health council ◆ Provide public updates on the content and implementation of wellness policies using multiple communication strategies ◆ Share school-level implementation strategies throughout the system 	55% of schools reported their system had a school health council to address health and wellness issues 38% of schools perceived that their system provided public updates on policy content and implementation 30% of schools perceived that their system had a mechanism to encourage community or public involvement in wellness efforts
MONITOR Gather and report school-level data on wellness policy initiatives	<ul style="list-style-type: none"> ◆ Provide schools with a reporting tool to measure and report policy implementation ◆ Provide technical assistance to schools for meeting wellness policy regulations 	34% of schools reported their system provided schools with technical assistance to evaluate policy implementation 78% of wellness teams reported achievements to school administration 60% of wellness teams reported achievements to the school system

Notes and References

1. Healthy Hunger-Free Kids Act of 2010. Pub. L. No 111-296, 124 Stat. 3183, 13 December 2010.
2. "About the WellSAT." WellSAT, Rudd Center. 2018. www.wellsat.org/about_the_WellSAT.aspx.
3. Maryland Local School Wellness Policy Triennial Assessment Guidance and Reporting Tool: this tool will be made available in Spring 2020. <http://www.marylandpublicschools.org/programs/SchoolandCommunityNutrition>
4. Unless otherwise specified, this report only presents survey responses that are "fully in place" in comparison to all other responses ("partially in place," "under development," "not in place," and "don't know"). Additional information on MWPPP data collection (as well as the full 2018-19 survey) will be made available on www.marylandschoolwellness.org in Spring 2020.
5. Maryland Nutrition Standards for All Foods Sold in Schools. http://marylandpublicschools.org/programs/Documents/Nutrition_MDNutritionStandardsforAllFoodsSoldJune2018_policychart.pdf
6. "School Breakfast." *Action for Healthy Kids*, Food Research & Action Center. 2016. www.actionforhealthykids.org/what-we-do/school-breakfast
7. Smart Snacks in Maryland video. <http://www.marylandpublicschools.org/programs/SchoolandCommunityNutrition/Pages/ITA>
8. Alvarez-Bueno, C. et al.(2017). Academic achievement and physical activity: A meta-analysis. *Pediatrics*, 140(6).
9. MD School Wellness Scorecard. 2018. http://marylandpublicschools.org/programs/Documents/SchoolWellnessPolicy/MSDE_Wellness%20Scorecard_HiRes_11x17_June%202018.pdf
10. The Whole School, Whole Community, Whole Child Model graphic, Centers for Disease Control: Division of Adolescent and School Health. https://www.cdc.gov/healthyyouth/wsc/pdf/wsc_fact_sheet_508c.pdf
11. LeCheminant et al. (2015). Health behaviors and work-related outcomes among school employees. *American Journal of Health Behavior*, 39(3), 345-351.

For more information, please visit www.marylandschoolwellness.org and click the "Tools & Resources" tab on the right side of the page.

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Non-Discrimination Statement: MSDE and USDA are equal opportunity providers.

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January 2020

Survey for schools who did not fill out the 2018-2019 MWPPP survey

SURVEY QUESTION	YES/NO
SCHOOLS' PERCEPTIONS OF SYSTEM SUPPORT (SCHOOL SYSTEM SPECIFIC)	
Does FCPS have a school health council to address general health and wellness issues?	
Is technical assistance provided to schools for evaluating wellness policy implementation?	
Are public updates provided by FCPS on the content and implementation of wellness policies and regulations?	
Is there a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies?	
NUTRITION GUIDELINES & ENVIRONMENT (SCHOOL SPECIFIC)	
Does your school prohibit staff to use food/beverages as a reward for academic performance or good behavior?	
Do all foods and beverages sold to students during the school day meet the Maryland Nutrition Standards for All Foods Sold in School?	
Is safe, unflavored, drinking water available throughout the school day at no cost to students?	
PHYSICAL ACTIVITY AND EDUCATION (SCHOOL SPECIFIC)	
Does your school prohibit physical activity to be USED as punishment (e.g. making students run laps, do push-ups)?	
Does your school prohibit physical activity to be WITHHELD as punishment (e.g. taking away recess or ending PE class early)?	
Does your school provide resources, support, and/or training to implement regular physical activity breaks for every grade?	
Does your school provide opportunities to integrate physical activity during classroom instruction for content such as math, science, music, and fine arts?	
Does your school provide recess for students?	
FAMILY AND COMMUNITY INVOLVEMENT (SCHOOL SPECIFIC)	
Does your school provide opportunities for parent and/or student input on wellness policy implementation?	
Does your school communicate the status of school-level implementation of wellness policies to parents/families?	
Does your school organize and hold activities involving families to support and promote healthy eating and physical activity among students?	
Does your school partner with community organizations to support and promote healthy eating and physical activity among students?	

Attachment 4

Analyses of FCPS Update to MWPPP Data							
Section on the MWPPP summary report	Survey Question	% of schools answering affirmatively on MWPPP survey 0: % based on 47 schools	# of schools answering affirmatively on MWPPP survey : % based on 47 schools	# of schools answering affirmatively on MWPPP survey in 2020 (on raw data only, not on the n U of M): % based on 9 schools	# of schools answering affirmatively on the "new" # based on 9 schools	Total # of schools now answering affirmatively between both surveys	Total % of schools answering affirmatively for Triennial Assesment % based on 65 schools
2A	1. Does FCPS have a school health council to address general health and wellness issues?	55%	26	8	9	43	66%
	2. Is technical assistance provided to schools for evaluating wellness policy implementation?	34%	16	8	6	30	46%
	3. Are public updates provided by FCPS on the content and implementation of wellness policies and regulations?	38%	18	8	9	35	54%
	4. Is there a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies?	30%	14	8	7	29	45%
	5. Does your school prohibit staff from using food/beverages as a reward for academic performance or good behavior?	40%	19	6	4	29	44%

2B

6. Do all foods and beverages sold to students during the school day meet the Maryland Nutrition Standards for All Foods Sold in School (Smart Snacks)?	68%	32	5	8	45	69%
7. Is safe, unflavored, drinking water available throughout the school day at no cost to students?	81%	38	8	9	55	85%

2C

8. Does your school prohibit physical activity from being USED as punishment (e.g. making students run laps, do push-ups)?	79%	37	8	9	54	83%
9. Does your school prohibit physical activity from being WITHHELD as punishment (e.g. taking away recess or ending PE class early)?	53%	25	7	6	38	58%
10. Does your school provide resources, support, and/or training to implement regular physical activity breaks for every grade?	49%	23	8	7	38	59%
11. Does your school provide opportunities to integrate physical activity during classroom instruction for content such as math, science, music, and fine arts?	60%	28	6	7	41	63%

	12. Does your school provide recess for students? (Elem & Mid schools only)	Elementary 73% Middle 27%	31 11	4 0	6 2	41 13	98%
2D	13. Does your school provide opportunities for parent and/or student input on wellness policy implementation?	26%	12	8	8	28	43%
	14. Does your school communicate the status of school-level implementation of wellness policies to parents/families?	34%	16	8	7	31	48%
	15. Does your school organize and hold activities involving families to support and promote healthy eating and physical activity among students?	36%	17	8	8	33	51%
	16. Does your school partner with community organizations to support and promote healthy eating and physical activity among students?	34%	16	6	6	28	43%

List of Schools by Survey Data

47 Schools that answered the MWPPP survey prior to 2020 (on the summary from U of M)	9 schools that answered the MWPPP survey in 2020 (on the U of M raw data only, not included on the U of M Frederick County summary)	9 schools that answered the "new" survey (2021 FCPS survey questions)
Ballenger Creek Middle School	Butterfly Ridge Elementary School	Crestwood Middle School
Brunswick Elementary School	Linganore High School	Tuscarora High School
Brunswick High School	Oakdale Elementary School	Ballenger Creek Elementary School
Brunswick Middle School	Oakdale High School	Deer Crossing Elementary School
Carroll Creek Montessori Public Charter School	Sabillasville Elementary School	Hillcrest Elementary School
Carroll Manor Elementary School	Spring Ridge Elementary School	Governor Thomas Johnson High School
Catoctin High School	Twin Ridge Elementary School	Waverley Elementary School
Centerville Elementary School	Walkersville High School	Heather Ridge School
Emmitsburg Elementary School	Windsor Knolls Middle School	Rock Creek School
Frederick Classical Charter School		
Frederick High School		
Glade Elementary School		
Governor Thomas Johnson Middle School		
Green Valley Elementary School		
Kemptown Elementary School		
Lewistown Elementary School		
Liberty Elementary School		
Lincoln Elementary School		
Middletown elementary School		
Middletown High School		
Middletown Middle School		
Middletown Primary School		
Monocacy Elementary School		
Monocacy Middle School		
Monocacy Valley Montessori Public Charter School		
Myersville Elementary School		
New Market Elementary School		
New Market Middle School		

New Midway/Woodsboro Elementary School		
North Frederick Elementary School		
Oakdale Middle School School		
Orchard Grove Elementary School		
Parkway Elementary School		
Thurmont Elementary School		
Thurmont Middle School		
Thurmont Primary School		
Tuscarora Elementary School		
*Urbana Elementary School at Sugarloaf		
Urbana High School		
Urbana Middle School		
Valley Elementary School		
Walkersville Elementary School		
Walkersville Middle School		
West Frederick Middle School		
Whittier Elementary School		
Wolfsville Elementary School		
Yellow Springs Elementary School		

*Note that Urbana Elementary is a new school in SY 2020-21. It existed in SY 2017-18 and was demolished before SY 2018-19 started. The Urbana Elementary students all went to a new school that opened in SY 2018-19. FCPS referred to this school as Urbana Elementary at Sugarloaf, but it is reflected on the MWPPP 2018-2019 raw data as just Urbana Elementary. Since the new Urbana Elementary opened for virtual learning in SY 2020-21, Urbana Elementary at Sugarloaf is now just called Sugarloaf Elementary, so they are officially 2 separate elementary schools as of SY 2020-21, Urbana Elementary and Sugarloaf Elementary. All data collected is combined for the 2 schools though since the data was collected in SY 2018-19 when they were 1 school.

SUMMARY AND DISCUSSION OF DATA: Based on the results for all surveys collected from 65 schools from 2018-2021

Schools' Perceptions of System Support: Only a little over half of schools are aware that FPCS has a School Health Council, almost half of schools don't think the public is being notified about the wellness regulation and over half of schools feel they are not getting the assistance that they need to implement the wellness regulation, and do not feel that the broader school community and public are involved in updating the wellness regulation.

Nutrition Guidelines and Environment: Almost half of FCPS schools allow food to be used as a reward for academic performance or good behavior. The wellness regulation does not forbid this, but it does state that nonfood items are encouraged. Stronger wording in the wellness regulation regarding using nonfood items as incentives can influence positive change. Also, almost 30% of schools believe that foods sold in schools (that are not part of the school meals program) do not meet the Maryland Nutrition Standards for All Foods Sold in Schools (smart snacks). Only 69% say they are smart snack compliant in their school. This is alarming because the foods sold in the cafeteria are under strict purchasing and monitoring by the Food and Nutrition Services Department and do meet smart snack guidelines. It is possible that 30% of school administrators are unaware of what smart snacks are and did not know how to answer the question or they are selling foods that do not comply with smart snacks outside the cafeteria either in school stores, via fundraisers, from vending machines, etc. without the knowledge of the Food and Nutrition Services Department. Finally, while the percentage is small, 15% of schools believe that they do not have free drinking water available to students.

Physical Activity and Education: Most schools, over 80%, do not use physical activity as a punishment; however, almost half of schools will take away physical activity such as recess time or PE time to punish or discipline a student in spite of evidence that physical activity improves behavior and learning. Our current wellness regulation only encourages trying to use other methods to reprimand a student, but many schools have still not prohibited it, which warrants a change in the wellness regulation.

Only a little more than half of schools feel they have what they need (resources, knowledge, time, etc.) to give all grades physical activity breaks regularly or opportunities to incorporate physical activity during classroom instruction. It is promising that almost 100% of schools report that they provide recess in the elementary and middle school level.

Family and Community Involvement: Less than half of schools provide opportunities for parents or students to provide input on the wellness policy, less than half communicate wellness policy status to families and less than half of school's partner with other community organizations to promote healthy eating and physical activity for students. Only half of schools organize or hold activities that involve families to support healthy eating and physical activity for students. These results are surprising, but perhaps improving, since many of the schools SIP health and wellness goals include sponsoring events for students, families and the community.

Discussion: Many of the negative survey results in all 4 areas can be altered with education of school staff. Health and wellness of students and staff are not often considered part of the school day and may not seem important or possible during the day. Students may be taught about health and wellness as part of their curriculum, but the actual practice of doing actions that promote health and wellness in everyday school life may not be evident. Good nutrition practices, physical activity and mental health awareness are important and are possible. School staff can benefit from wellness regulation training; education that can help inform school-based staff about content in the wellness regulation and how to implement good health and wellness practices in their students and themselves in and out of the classroom.

Attachment 5

2020-2021 SIP Reviews												
Does the plan include 4 strategies, all focused on student wellness?	Does the plan include at least 1 student wellness strategy for addressing physical activity?			Does the plan include at least 1 student wellness strategy for nutrition education/promotion?			Does the plan include another strategy that impacts student wellness?			Does the plan include a fourth strategy that impacts student wellness?		
	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring
Ballenger Creek Elementary School	Y	3	Y	Y	3	Y	Y	3	Y	Y	3	Y
Ballenger Creek Middle School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Brunswick Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Brunswick High School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Brunswick Middle School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Butterfly Ridge Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Career and Tech Center	N	1	N	Y	3	N	Y	3	N	Y	3	N
Carroll Creek Montessori Public Charter School	N	1	N	Y	2	N	Y	2	N	N	1	N
Carroll Manor Elementary School	Y	3	N	Y	3	N	Y	2	N	Y	3	N
Catoctin High School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Centerville Elementary School	N	0	N	N	0	N	N	0	N	N	0	N
Crestwood Middle School	Y	2	?	Y	2	?	Y	2	?	Y	2	?
Deer Crossing Elementary School	Y	3	N	Y	3	N	Y	2	N	Y	3	N
Emmitsburg Elementary School	Y	3	N	Y	3	N	Y	3	N	Y	3	N
Frederick Classical Charter School	Y	2	Y	Y	3	N	Y	1	N	Y	2	N
Frederick County Virtual School	Y	2	Y	Y	2	N	Y	2	Y	Y	2	Y
Frederick High School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Glade Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Governor Thomas Johnson High School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Governor Thomas Johnson Middle School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Green Valley Elementary School	Y	3	N	Y	3	N	Y	3	N	Y	3	N
Heather Ridge School	Y	3	Y	Y	3	Y	Y	3	Y	Y	3	Y
Hillcrest Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Kemptown Elementary School	Y	3	Y	Y	3	Y	Y	1	Y	Y	2	Y
Lewistown Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	N
Liberty Elementary School	Y	3	N	Y	3	N	Y	2	N	Y	2	N
Lincoln Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Linganore High School	Y	2	N	Y	2	N	Y	2	N	Y	2	N

Middletown elementary School	Y	3	Y	Y	3	Y	Y	3	Y	Y	1	Y
Middletown High School	Y	2	N	Y	2	N	Y	3	N	Y	2	N
Middletown Middle School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Middletown Primary School	Y	2	N	Y	3	Y	Y	1	Y	Y	3	Y
Monocacy Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Monocacy Middle School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Monocacy Valley Montessori Public Charter School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Myersville Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
New Market Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
New Market Middle School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
New Midway/Woodsboro Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	3	N
North Frederick Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Oakdale Elementary School	Y	3	N	Y	2	N	Y	3	N	Y	2	N
Oakdale High School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Oakdale Middle School School	Y	3	N	Y	3	N	Y	3	N	Y	3	N
Orchard Grove Elementary School	Y	3	Y	Y	3	Y	Y	2	Y	Y	3	Y
Parkway Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Rock Creek School	Y	3	N	N	1	N	Y	2	N	N	1	N
Sabillasville Elementary School	Y	3	N	Y	3	N	Y	2	N	N	1	N
Spring Ridge Elementary School	Y	2	Y	Y	1	Y	Y	3	Y	Y	3	Y
Sugarloaf Elementary School	Y	3	N	Y	3	N	Y	2	N	Y	2	N
Thurmont Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Thurmont Middle School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Thurmont Primary School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Tuscarora Elementary School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Tuscarora High School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Twin Ridge Elementary School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Urbana Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Urbana High School	Y	2	N	Y	2	Y	Y	2	N	Y	2	Y
Urbana Middle School	Y	3	Y	Y	3	Y	Y	3	Y	Y	3	Y
Valley Elementary School	Y	3	Y	Y	2	Y	Y	2	Y	Y	2	Y
Walkersville Elementary School	Y	2	N	Y	2	N	Y	2	N	Y	2	N
Walkersville High School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Walkersville Middle School	Y	2	Y	Y	2	Y	Y	2	N	Y	2	N
Waverley Elementary School	Y	3	N	Y	3	N	Y	2	N	Y	3	N
West Frederick Middle School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y

Whittier Elementary School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y
Windsor Knolls Middle School	N	1	N	Y	2	N	Y	2	Y	Y	2	N
Wolfsville Elementary School	Y	3	Y	Y	1	Y	Y	1	Y	Y	1	Y
Yellow Springs Elementary School	Y	2	Y	Y	2	Y	Y	2	Y	Y	2	Y

2020-2021 SIP Reviews

Does the plan include 4 strategies, all focused on student wellness?	Does the plan include at least 1 student wellness strategy for addressing physical activity?			Does the plan include at least 1 student wellness strategy for nutrition education/promotion?			Does the plan include another strategy that impacts student wellness?			Does the plan include a fourth strategy that impacts student wellness?		
	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring	Included in plan?	Rating	Progress Monitoring
TOTAL SCHOOLS	64 Yes	529411	36 Yes	66 Yes	382352	36 Yes	67 Yes	735294	39 Yes	64 Yes	2.284	35 Yes
	3 No	29 (3s)	30 No	1 No	28 (3s)	30 No	0 No	11 (3s)	27 No	3 No	24 (3s)	31 No
	1 No SIP	35 (2s)	1 No SIP	1 No SIP	36 (2s)	1 No SIP	1 No SIP	52 (2s)	1 No SIP	1 No SIP	38 (2s)	1 No SIP
		3 (1s)	1 ?		3 (1s)	1 ?		4 (1s)	1 ?		5 (1s)	1 ?

ANALYSIS: The School Health Council (SCH) takes a lead role in doing yearly reviews of the School Improvement Teams' health and wellness goals within the School Improvement Plans to give feedback on each schools' strategies and progress monitoring. The reviews completed by the SHC give suggestions on ways to make the health and wellness goals stronger and to align with the wellness regulation. Schools choose whether they use the suggestions. Note that feedback for the 2020-2021 school year has just been completed but has not been delivered to the schools yet. The data above shows that most schools have wellness goals for nutrition education and promotion, physical education and 2 other goals; however, many of the schools need to work on strengthening their strategies or tactics to support their goals. The data also shows that almost half of the schools had no progress monitoring in place or did not actual report on their progress as they described they would. This may be in part due to the complexity of gathering data and meeting as a team to report on accomplishments since most of the 2020-2021 school year was conducted virtually. Four schools will be followed up with to determine if they saved their SIP with their health and wellness goals in a different location that expected because we were unable to find the SIP. 1 school had progress monitoring listed with a link that we were not given access to, so we could not determine if it was actually completed.