

Triennial Assessment Update
(as of June 2021)

The information below was reported on the Maryland Wellness Policies & Practice Project (MWPPP) for PGCPs:

The school survey response rate for PGCPs during the 2018-2019 school year was 92% higher than years prior. This report includes 173 schools (92 schools during the 2018-2019 school year and an additional 81 schools with the 2019-2020 extended survey deadline. 46% of schools were delayed in responding, therefore responding in 2019-2020 school year asking to recall the 2018-2019 school year. 74% of respondents were administrators, with the rest representing teachers and staff, many of whom led school level wellness teams.





In June 2021, an additional 28 schools were asked to recall the 2016, 2017, and 2018 school years, and then take the Wellness Policy and Practice Survey. Data indicates that all PGCPs schools have responded to a survey regarding wellness policies and practices by completion of either the Maryland Wellness Policy & Practice Project School Survey, Maryland School Wellness Scorecard, or the Triennial Wellness Policy & Practice Survey.



Total number of schools reporting = 201 (92 during the 2018-2019 school year, 81 schools during the 2019-2020 school year, and 28 schools during the 2020-2021 school year).

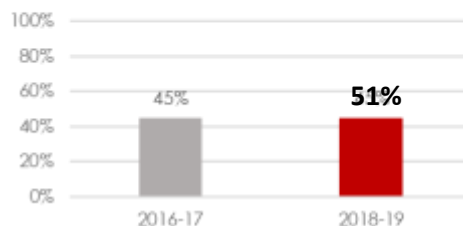
Below are the updated results from what was reported on the MWPPP (Extended version) and the Triennial Wellness Policy and Practice Survey from the 28 schools.

Section 2a: Schools' Perceptions of System Support

THE MWPPP SURVEY ASKED PGCPs 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	39%
 Provides technical assistance to schools for evaluating wellness policy implementation	24%
 Provides public updates on the content and implementation of wellness policies	35%
 Has a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies	29%

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



Section 2b: Nutrition guidelines & Environment

Below we highlight the implementation of some HHFKA nutrition-specific wellness policy practices in PGCPs 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	26%	31%
 Assures that all foods and beverages sold to students during the school day meet the Maryland Nutrition Standards for All Foods Sold in School ⁶	44%	59%
 Has a designated person who approves that all foods/beverages sold OUTSIDE of the meals program meet current Maryland Nutrition Standards for All foods sold in school/USDA Smart Snack Standards	34%	65%
 Makes safe, unflavored, drinking water available throughout the school day at no cost to students	61%	23%



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.⁹ 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 PGCPs 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. <i>making students run laps, do push-ups</i>)	85%	75%
Does NOT permit physical activity to be WITHHELD as punishment (e.g. <i>taking away recess or ending PE class early</i>)	64%	75%
Provides resources, support, and/or training to implement regular physical activity breaks for every grade	28%	35%
Provides opportunities to integrate physical activity during classroom instruction for content such as math, science, music, and fine arts	25%	31%

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 PGCPS 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	8%	20%
 Communicates the status of school-level implementation of wellness policies to parents/families	9%	19%
Organizes and holds activities involving families to support and promote healthy eating and physical activity among students	10%	27%
Partners with community organizations to support and promote healthy eating and physical activity among students	15%	27%

Section 2f: Employee Wellness

Given the focus on employee/staff wellness by many wellness teams, information on staff wellness practices among PGCPS 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.¹²

My school...	% Fully In Place	
	2016-17	2018-19
Organized and held activities for staff to support and promote healthy eating and physical activity	88%	34%
Provided training/education to encourage staff to model healthy eating and physical activity behaviors	57%	25%

95 out of 199 (48%) of PGCPS schools had a wellness team.

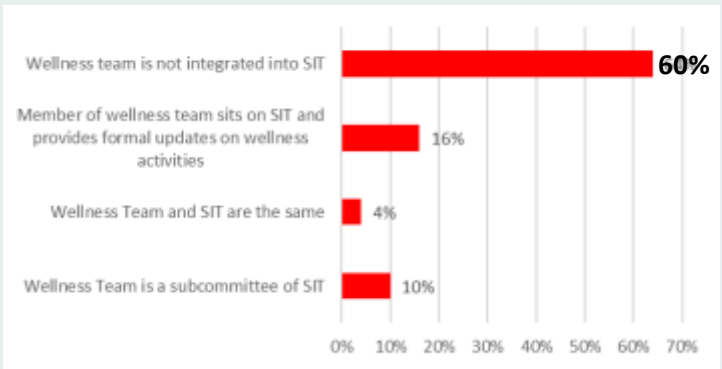


This section presents data on wellness team best practices for the **95** PGCPS schools with a wellness team in 2018-19.

SCHOOL IMPROVEMENT TEAM (SIT)



Most wellness teams are not integrated with the SIT



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

