

# The Maryland Wellness Policies and Practices Project

## Data Briefing: 2018-2019 School Year

### Background/Project Overview

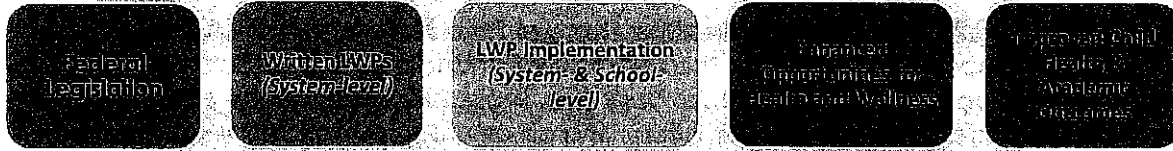
#### **Local Wellness Policies (LWPs) under the Healthy Hunger Free Kids Act (HHFKA) of 2010:**

Language in the HHFKA specified changes to the federal LWP mandate for local school systems that participate in National School Lunch or Breakfast Programs. These changes include expanded content, enhanced public/community participation, and an assurance that LWPs were being implemented in schools. School systems are required to be in compliance and report on the first triennial assessment by **June 30, 2020**. The key HHFKA LWP changes are outlined below.

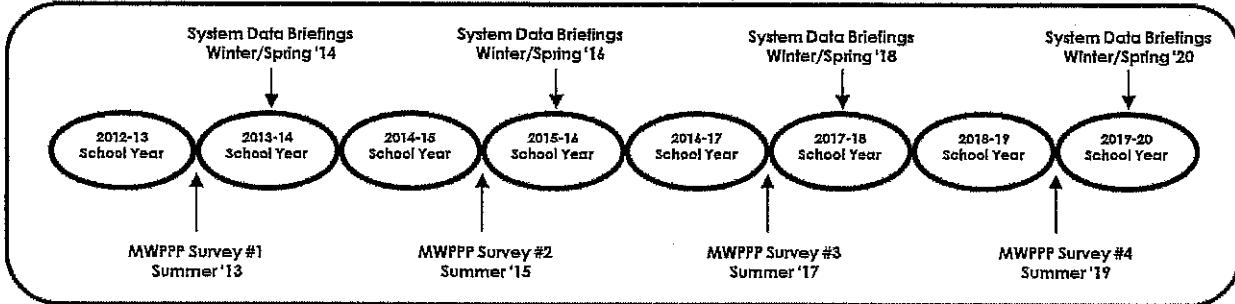
<b>Summary of the HHFKA LWP Final Rule Requirements (must be in compliance by June 30, 2020)</b>	
<p><b>Content of the Wellness Policy Must Include:</b></p> <ul style="list-style-type: none"> <li>• Specific goals for school-based activities that promote student wellness including:               <ul style="list-style-type: none"> <li>-Nutrition promotion and education</li> <li>-Physical Activity</li> </ul> </li> <li>• Nutrition guidelines and standards for all foods and beverages sold to students on the school campus during the school day, consistent with Federal Regulations for               <ul style="list-style-type: none"> <li>-School meals</li> <li>-Smart Snacks in School</li> </ul> </li> <li>• Standards for all foods and beverages provided, but not sold, to students during the school day</li> <li>• Food and beverage marketing policies that only allow marketing and advertising for foods and beverages that meet Smart Snacks standards</li> <li>• Description of public involvement, public updates, policy leadership and an evaluation plan</li> </ul>	<p><b>Triennial Assessments Must Include:</b></p> <ul style="list-style-type: none"> <li>• Measure of compliance with the wellness policy ★</li> <li>• How the wellness policy compares to model wellness policies ★</li> <li>• Progress made in attaining goals of the wellness policy</li> <li>• Publicly available assessment ★</li> </ul>
<p><b>Wellness Leadership Must Identify:</b></p> <ul style="list-style-type: none"> <li>• One or more school system and/or school official(s) who has the authority and responsibility to ensure each school complies with the policy</li> </ul>	<p><b>Documentation Materials Must Include:</b></p> <ul style="list-style-type: none"> <li>• Current Wellness Policy</li> <li>• How the policy and assessments are made available to the public</li> <li>• The most recent assessment of implementation of the policy</li> <li>• Efforts to review and update the policy including:               <ul style="list-style-type: none"> <li>-Who was involved in the process</li> <li>-How stakeholders were made aware of their ability to participate</li> </ul> </li> </ul>
<p><b>Public Involvement Must Detail:</b></p> <ul style="list-style-type: none"> <li>• General public and school community participation in the wellness policy development and review process.</li> </ul>	<p><b>Updates to the Wellness Policy Must Specify:</b></p> <ul style="list-style-type: none"> <li>• How frequently and the method in which LEAs update or modify the wellness policy as appropriate.</li> </ul>
	<p><b>Public Updates Must Detail:</b></p> <ul style="list-style-type: none"> <li>• Any updates to and about the wellness policy, on an annual basis, at a minimum.</li> <li>• The Triennial Assessment, including progress toward meeting the goals of the policy</li> </ul>

★ Provided through the MWPPP

**LWPs are only effective if implemented!** As shown in the graph below, implementation takes place at the school system- AND school-levels. Implementation leads to enhanced opportunities for health and wellness among students and improved health and academic outcomes.



**MWPPP assists with measuring quality and implementation of wellness policies.** Beginning in 2012, the MWPPP, a partnership between the University of Maryland School of Medicine, the Maryland Department of Health, the Maryland State Department of Education, and the University of Maryland Extension, has been evaluating the quality of the language of the Written LWPs (grey box in the graph above) and LWP implementation (yellow and royal blue boxes above). This evaluation, which includes school and system surveys, has taken place every other year and is followed by Data Briefings with each of Maryland's 24 school systems (see timeline below), during which the MWPPP team shares tailored reports and school-level data with each system-level school health council. The 2018-2019 Data Briefing represents the 4<sup>th</sup> evaluation/data sharing.



**Prepared by:** Jasmia Shropshire (jshropshire@som.umaryland.edu) and Erin Hager (ehager@som.umaryland.edu)

**References**

The HHFKA LWP final rule was published on July 29, 2016 and can be found online at: [https://www.fns.usda.gov/sites/default/files/tn/LWPsummary\\_finalrule.pdf](https://www.fns.usda.gov/sites/default/files/tn/LWPsummary_finalrule.pdf)

# Maryland Wellness Policies and Practices Project

## School System Wellness Policy Report

School System: Carroll County

Policies Evaluated: Procedure Number: EFE March 8, 2017, ADF-R March 8, 2018

Summary of School Wellness Policy Scores				
WellSAT 3.0 Item	Comprehensiveness (weighted score)		Strength (weighted score)	
	Carroll County	MD	Carroll County	MD
Nutrition Education	50	71	0	65
Standards for USDA School Meals	70	48	60	25
Nutrition Standards	69	65	46	40
Physical Education & Physical Activity	69	53	25	26
Wellness Promotion and Marketing	50	48	25	25
Evaluation	75	66	38	32
<b>Overall</b>	<b>64</b>	<b>59</b>	<b>32</b>	<b>31</b>

### 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" (string, 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.	0	
All elementary school students receive sequential and comprehensive nutrition education.	1	
All middle school students receive sequential and comprehensive nutrition education.	1	
All high school students receive sequential and comprehensive nutrition education.	1	
Nutrition education is integrated into other subjects beyond health education	0	
Links nutrition education with the school food environment.	0	
Nutrition education addresses agriculture and the food system.	0	
<b>Subtotal for Section 1: Nutrition Education</b>	<b>Comprehensiveness Score</b> Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100	<b>50</b>
	<b>Strength Score</b> Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	<b>0</b>

## 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.	1	
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.	2	
Specifies strategies to increase participation in school meal programs.	2	
Addresses the amount of "seat time" students have to eat school meals.	2	
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.	2	
<p style="text-align: center;"><b>Subtotal for Section 2: Standards for USDA School Meals</b></p>	<p><b>Comprehensiveness Score</b></p> <p>Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100</p>	<b>70</b>
	<p><b>Strength Score</b></p> <p>Count the number of items rated as "2" and divide this number by 10. Multiply by 100.</p>	<b>60</b>


### 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.	 2	
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.	 1	
Addresses fundraising with food to be consumed during the school day.	 1	
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.	2	
Addresses availability of free drinking water throughout the school day.	2	
<b>Subtotal for Section 3: Nutrition Standards</b>	<b>Comprehensiveness Score</b> Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100	<b>69</b>
	<b>Strength Score</b> Count the number of items rated as "2" and divide this number by 13. Multiply by 100.	<b>46</b>

## 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.	1	
Joint or shared-use agreements for physical activity participation at all schools.	1	
District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0	
<b>Subtotal for Section 4: Physical Education &amp; Physical Activity</b>	<b>Comprehensiveness Score</b> Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100	<b>69</b>
	<b>Strength Score</b> Count the number of items rated as "2" and divide this number by 16. Multiply by 100.	<b>25</b>

## 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.	1	
Addresses using physical activity as a reward.	1	
Addresses physical activity not being used as a punishment.	2	
Addresses physical activity not being withheld as a punishment.	2	
Specifies marketing to promote healthy food and beverage choices.	0	
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).	0	
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).	0	
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).	0	
<b>Subtotal for Section 5: Wellness Promotion and Marketing</b>	<b>Comprehensiveness Score</b> Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100	<b>50</b>
	<b>Strength Score</b> Count the number of items rated as "2" and divide this number by 12. Multiply by 100.	<b>25</b>



## Section 6: Evaluation

Policy Item	Rating	
Addresses the establishment of an ongoing district wellness committee.	2	
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.	 1	
Addresses making the wellness policy available to the public	 2	
Addresses the assessment of district implementation of the local wellness policy at least once every three years.	 2	
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.	 1	
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.	1	
<b>Subtotal for Section 6: Evaluation</b>	<b>Comprehensiveness Score</b> Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100	<b>75</b>
	<b>Strength Score</b> Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	<b>38</b>

Overall School System Policy Score	
Total Comprehensiveness	<b>64</b>
Total Strength	<b>32</b>