

MWPPP SCHOOL Survey Wave III

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

School-level survey data may be shared with your school system to inform your school system's school health council or wellness committee on how to better support current and future school wellness initiatives. However, respondent information is confidential.

As you work through the survey, use the << and >> buttons on the bottom right corner to navigate back to the previous question or move forward to the next. The survey takes approximately 20-30 minutes to complete.

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

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

Q1.3 School Name (please do not abbreviate):

Q1.4 School System:

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

Q1.5 Your role in your school during the 2016-2017 school year:

- Administrator
- Physical Education Teacher
- Health Education Teacher
- Teacher
- Food Service/School Nutrition Program
- School Counselor
- Nurse
- Parent
- Other (please specify): _____

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Q1.6 Please specify the grade(s) and/or subject area(s) taught during the 2016-2017 school year:

Q1.7 Are you aware of/have you read your school system's wellness policy?

- Yes, I am aware AND have read my school system's wellness policy
- I am aware of, BUT have not read my school system's wellness policy
- No, I am not aware of my school system's wellness policy

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

Check one box for each statement.

Explanation of Likert scale:

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

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

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

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

Q2.2 During the 2016-2017 school year, my school system...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) had a school health council to address general health and wellness issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) had a school health council that focused on healthy eating and physical activity in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) coordinated services related to healthy eating and physical activity in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) provided technical assistance to schools for evaluating wellness policy implementation in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) provided public updates on the content and implementation of wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) had a mechanism in place to encourage teachers and school health professionals to participate in developing and updating wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) had a mechanism in place to encourage the broader school community or public involvement in developing and updating wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) promoted healthy eating and physical activity for staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) encouraged staff members to model physical activity behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3.1 Using the scales below, please indicate the % effort your school system spent on staff versus student wellness during the 2016-2017 school year:

_____ Students

_____ Staff

Q3.2 The following questions refer to your perception/understanding of your school's activities during the 2016-2017 school year.

Check one box for each statement.

Explanation of Likert scale:

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

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

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

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

Q3.3 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) monitored the implementation of the system's wellness policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) provided annual progress reports to the school system on school-level implementation of the system's wellness policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) communicated the status of school-level implementation of the system's wellness policy to school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) organized and held activities for staff members to support and promote healthy eating and physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) provided training and education to encourage staff to model healthy eating and physical activity behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3.4 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) provided opportunities for student input on wellness policy implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) communicated the status of school-level implementation of wellness policies to parents/families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) provided opportunities for parent input on wellness policy implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) organized and held activities involving families to support and promote healthy eating and physical activity among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) partnered with community organizations to support and promote healthy eating and physical activity among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.5 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) secured funds from the school system to support nutrition and physical activity priorities for the students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) secured outside/private funds to support nutrition and physical activity priorities for the students and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.6 Using the scales below, please indicate the % effort your school spent on staff versus student wellness during the 2016-2017 school year:

_____ Students
 _____ Staff

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Q3.7 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) integrated nutrition and physical activity goals into the overall school improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) assured that all foods and beverages sold to students during the school day met the Maryland Nutrition Standards for All Foods Sold in School. This includes a la carte, vending, snacks or food carts, and any food-based fundraising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) exceeded school system requirements regarding nutrition/health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.8 During the 2016-2017 school year, my school provided breakfast to students through (select all that apply): Hover over each answer choice for definition/examples.

- Traditional breakfast in the cafeteria
- Breakfast in the classroom **students eat breakfast in their classroom after the official start of the school day. Students or staff may deliver breakfasts to classrooms from the cafeteria via coolers or insulated rolling bags, or school nutrition staff can serve breakfast from mobile carts in the hallways.**
- Second chance breakfast **students eat breakfast during a break in the morning, often after first period or midway between breakfast and lunch. Second Chance Breakfast may be referred to by a variety of names, such as Breakfast After First Period, School Brunch or Mid-Morning Nutrition Break.**
- Kiosk Grab-and-Go Breakfast **students pick up breakfast from mobile service carts in high traffic areas when they arrive at school or between classes.**

Q3.9 During the 2016-2017 school year, students and family members had opportunities to provide both suggestions and feedback for meal programs, school meals, and other foods and beverages sold, served and offered on school campus:

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

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Q3.10 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) did not permit the marketing of foods/beverages that do not meet Maryland Nutrition Standards for all foods sold in school/Smart Snacks in Schools standards, throughout the school building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) did not permit staff members to use food and/or beverages as a reward for academic performance or good behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) made safe, unflavored, drinking water available throughout the school day at no cost to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.11 During the 2016-2017 school year, my school addressed food celebrations by:

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know	Not Applicable
a) not permitting food celebrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) limiting the number of food celebrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) allowing only foods that meet MSDE Food and Nutrition requirements or USDA Smart Snacks standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.12 During the 2016-2017 school year, my school had marketing to promote healthy choices by:

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know	Not Applicable
a) displaying visible and readable posters with healthful foods within all service and dining areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) displaying signs that promoted the lunchroom and featured menu items in other areas of the school such as the main office, library, or gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) marketing healthy choices in school-wide activities, back-to-school events, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) including messages related to physical activity and/or nutrition promotion in school announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.13 For the following survey question, the "school day" is defined as 12:01 am until thirty minutes after the end of the school day.

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Q3.14 During the 2016-2017 school year, my school had the following types of fundraisers in place:

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know	Not Applicable
a) non-food fundraisers only, during the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) non-food fundraisers only, outside of the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) incorporated physical activity related fundraisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.15 If your school participated in a non-food or physical activity related fundraiser that you would recommend, please share the name of the fundraiser and company below:

Q3.16 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) exceeded school system requirements regarding physical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) exceeded school system requirements regarding physical activity (daily recess, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) provided resources, support and/or training to implement regular physical activity breaks for every grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) provided opportunities to integrate physical activity during classroom instruction for content such as math, science, music, and fine arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) provided daily recess for every grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.17 During the 2016-2017 school year, my school...

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know
a) did not permit physical activity to be used as punishment (e.g. making a student run laps, do push-ups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) did not permit physical activity to be withheld as punishment (e.g. taking away recess or ending PE class early)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) opened indoor and outdoor physical activity facilities to students, their families, and the community outside of school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3.18 During the 2016-2017 school year, my school promoted or supported walking and bicycling to school by:

	Fully in place	Partially in Place	Under Development	Not in Place	Don't Know	Not Applicable
a) providing secure storage facilities for bicycles and helmets (e.g. shed, cage, rack, fenced area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) providing instruction on walking/bicycling safety to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) designating safe or preferred routes to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) using crossing guards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.19 How does the public know about wellness activities in your school? Select all that apply:

- Website
- Newsletters
- Bulletin board
- Fliers
- Word of mouth
- PTA/Community meetings
- Personal invitations
- Email
- Automated Calling System (i.e. Connect Ed)
- Social Media (i.e. Facebook, Twitter)
- We do not have a mechanism in place for notifying the public about our school's wellness activities
- Other (please specify): _____
- Don't Know

Q3.20 Does your school have a designated person(s) who confirms that all foods and beverages sold outside of the meals programs meet the current Maryland Nutrition Standards for all Food Sold in School/USDA Smart Snacks Standards? This includes a la carte, vending, school stores, snacks or food carts, and any food-based fundraising.

- Yes (please specify the title of the designated person): _____
- No
- Don't Know

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Q4.1 My school had a school-level wellness team responsible for implementing wellness policies in place during the 2016-2017 school year:

- Yes
- No
- Don't Know

Q4.2 What was your role on your school-level wellness team during the 2016-2017 school year?

- Wellness Chairperson/Leader
- Participating Member
- Member, Not Active
- Not a Member
- Other (please specify): _____
- Don't Know

Q4.3 How was the wellness chairperson/leader selected?

- Volunteered
- Assigned
- Elected/Nominated
- Other (please specify): _____
- Don't Know

Q4.4 Was the wellness chairperson/leader compensated for the time spent working on school wellness activities? Select all that apply:

- Yes, the wellness chairperson/leader earned money (monetary stipend, overtime, etc.)
- Yes, the wellness chairperson/leader was given additional planning time
- Yes, the wellness chairperson/leader was released from other duties
- No, the wellness chairperson/leader volunteered their time
- Other (please specify): _____
- Don't Know

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Q4.5 Please indicate the composition of your school-level wellness team below. Select all that apply:

- Administrators
- Physical Education teachers
- Health teachers
- Teachers (other than PE/Health)
- Instructional Assistant(s)
- Para educators/paraprofessionals
- School Counselor
- School Psychologist
- School Social Worker
- School Nurse/Health Tech
- Food Service/School Nutrition
- Parent(s)
- Student(s)
- Community Organization(s)
- Local Health Department
- Custodian/Maintenance
- Other (please specify): _____
- Don't Know

Q4.6 How did your school system support your school-level wellness team during the 2016-2017 school year? Select all that apply:

- Provided training
- Provided a stipend for time
- Provided funding
- Provided technical assistance
- Collected data
- No system-level support
- Other (please specify): _____
- Don't Know

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Q4.7 During the 2016-2017 school year, my school-level wellness team...

	Yes	No	Don't Know	Not Applicable
a) conducted a needs assessment examples of commonly used needs assessments: School Health Index, Alliance for a Healthier Generation Healthy Schools Framework, Fuel Up to Play 60	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) set specific goals for the 2016-2017 school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) created a plan for meeting specific goals during the 2016-2017 school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) submitted a plan to school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) had a mechanism in place to track the progress of wellness goals/achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) reported wellness achievements from the 2016-2017 school year to the school-level administration/leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) reported wellness achievements from the 2016-2017 school year to the school system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.8 What needs assessment did your school-wellness team use? Select all that apply:

- School Health Index
- Alliance for a Healthier Generation Healthy Schools Framework
- Action for Healthy Kids Framework
- Fuel Up to Play 60
- Other (please specify): _____

Q4.9 Did the needs assessment inform the school-level wellness team goals?

- Yes
- No
- Don't Know

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Q4.10 What areas/components did the school-level wellness team goals cover? Hover over each answer choice for definition/examples. Select all that apply:

- Community Involvement providing a formal process to recruit, train, and involve family and other community members as volunteers to enrich school health and safety programs.
- Counseling, Psychological, and Social Services psychological, psychoeducational, and psychosocial assessments; direct and indirect interventions to address psychological, academic, and social barriers to learning, such as individual or group counseling and consultation; and referrals to school and community support services as needed.
- Employee Wellness staff programs that support healthy eating, adopting active lifestyles, being tobacco free, managing stress, and avoiding injury and exposure to hazards.
- Family Engagement communicating with all families in a culturally and linguistically appropriate way using a variety of communication methods about school-sponsored activities and opportunities to participate in school health programs and other community-based health and safety programs.
- Health Education curricula and instruction for students that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.
- Health Services providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma or diabetes). In addition, wellness promotion, preventive services and staff, student and parent education complement the provision of care coordination services.
- Nutrition Environment and Services promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day.
- Physical Education and Physical Activity Comprehensive School Physical Activity Program, physical activity breaks.
- Physical Environment address a school's physical condition during normal operation as well as during renovation (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protect occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).
- Social and Emotional School Climate providing opportunities for students to develop and practice skills like empathy, compassion, and conflict resolution, conducting assessments of school values and climate.
- Other (please specify): _____
- None of the areas/components

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Q4.11 How frequently did your school-level wellness team meet in the 2016-2017 school year?

- At least one time per month or more
- Approximately once every other month/4 times per year
- Approximately once per semester
- One time
- Never
- Other (please specify): _____
- Don't Know

Q4.12 How were potential stakeholders (parents/families, students, community, etc.) made aware of your school-level wellness team, including goals, activities, and events? Select all that apply:

- Website
- Newsletters
- Bulletin board
- Word of mouth
- PTA/Community meetings
- Personal invitation
- Email
- School-wide announcements
- Phone calls/automated calling system
- Referenced in updated handbooks
- We do not have a mechanism in place for notifying potential stakeholders about our school health council
- Other (please specify): _____
- Don't Know

Q4.13 Is your school-level wellness team integrated into your school's School Improvement Team (SIT)?

- Yes, our wellness team and our SIT are the same
- Yes, our wellness team is a subcommittee of the SIT
- Yes, a member of our wellness team sits on the SIT AND provides formal updates on wellness activities
- No, our wellness team is not integrated into the SIT
- Other (please specify): _____
- Don't Know

Q4.14 During the 2016-2017 school year...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a) the school-level wellness team made at least one sustainable change to the school environment/climate that will be continued into the next year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) school leadership supported the school-level wellness team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q5.1 Thank you for completing the MWPPP survey! In addition to school nutrition and physical activity, the MWPPP team is aware of the importance of other components of school wellness (i.e. mental health, physical environments, social services, etc.). The next section contains questions related to such components.

- Proceed to the next section
- End survey

Q6.1 During the 2016-2017 school year...

	Fully in Place	Partially in Place	Under Development	Not in Place	Not Applicable	Don't Know
a) school staff worked to identify and address barriers to involvement (such as differences of race, education, and culture) so that all family/community members felt welcomed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) school events were open and offered at convenient times and places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) family/community members were invited to participate on decision making teams like the school improvement team, school wellness team etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) food and nutrition services were utilized for family/community outreach/school events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) learning opportunities (family nights, school events, workshops, seminars, etc.) were offered around health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.1 For the following survey question "good indoor quality" is defined as: clean, clear unpolluted air in enclosed spaces such as the school building.

Q7.2 During the 2016-2017 school year, my school promoted or supported good indoor quality by:

	Fully in Place	Partially in Place	Under Development	Not in Place	Don't Know	Not Applicable
a) responding quickly to signs of moisture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) preventing exhaust fumes from entering the school (i.e. car/bus idling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) scheduling regular maintenance of heating, ventilation, and air conditioning (HVAC) systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) scheduling painting and major renovations when school is not in session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q8.1 Does your school have a full-time, registered school nurse responsible for health services all day, every day? And an adequate number of full-time nurses provided, based on the recommended ratio of at least one nurse for every 750 students?

- Yes, we have a school nurse present all day every day, and the recommended ratio is present
- We have a school nurse present all day every day, but fewer than one for every 750 students
- We have a school nurse present some of the time each week, or we have an LPN or UAP (supervised by a school nurse) who is present at least some of the time each week
- No, we do not have a school nurse, LPN, or UAP present in our school, or we have an unsupervised LPN or UAP in our school.
- Don't Know

Q8.2 Does your school have a plan to address food allergy management and prevention (e.g. food allergy management and prevention plan) which includes the following priorities needed to manage food allergies in the school setting? Check all that apply:

- Ensure daily management of food allergies for individual children (e.g. identifying children with food allergies, a plan to manage and reduce risks of food allergy reactions)
- Prepare for food allergy emergencies (e.g. easy to use communication systems, easy access to epinephrine auto-injectors, plans for contacting emergency medical services, identification of staff roles in emergencies)
- Provide professional development on food allergies for staff (e.g. general training on food allergies for all staff, in-depth training for staff responsible for managing children with food allergies)
- Educate children and family members about food allergies (e.g. teach all children, all parents and families about food allergies)
- Create and maintain a healthy and safe educational environment (e.g. limit exposure to food allergens, develop food-handling policies to prevent unintentional contact, make outside groups aware of food allergy policies and rules when they use school facilities, create a positive psychosocial climate)
- None of the listed priorities
- Don't Know

Q9.1 During the 2016-2017 school year, did your school...

	≥1 Full-time	≥1 Part-time	No	Don't Know
a) have a counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) have a school psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10.1 Do your school-wide climate or reward (PBIS) programs support the wellness policy and promotion of nutrition and physical activity?

- Yes
- No
- Don't Know

Q11.1 Thank you for taking the time to complete this survey. We will randomly select a small sample of respondents from each school system to discuss the strategies that your school has used to

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successfully implement wellness practices and policies. This discussion will take place by phone and will take ~15 minutes of your time.

Q11.2 If you are selected, may we contact you?

Yes (please provide name, email address, or phone number): _____

No

Q11.3 If you have any additional comments, please enter them below:

Q11.4 Thank you for your time, input, and participation!

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

Visit: www.marylandschoolwellness.org