

Illinois School Wellness Policy Task Force

**Report on the
Evaluation of Six School Districts on the
Effectiveness of
School Wellness Policies**

January 2008

Illinois School Wellness Policy Task Force

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Background

Recognizing that schools can play a critical role in supporting children's health and preventing problems associated with poor nutrition and physical inactivity, Congress passed Public Law 108-265 that requires local education authorities participating in U.S. Department of Agriculture's Child Nutrition Programs to establish local wellness policies by school year 2006–2007. The federal law and growing concern about childhood obesity led to the passage of state legislation (Public Act 94-1099). This Act modifies the Illinois School Code (105 ILCS 5/23/137) and requires the Illinois State Board of Education to establish a goal that all school districts have a wellness policy consistent with recommendations of the Centers for Disease Control and Prevention. The Illinois State Board of Education (ISBE) is responsible for ensuring the implementation of this Act.

Public Act 94-0199 also establishes an Illinois School Wellness Policy Task Force consisting of members representing 19 organizations with a vested interest in children's health. This Public Act requires the Task Force to submit the following reports to the General Assembly and the Governor:

- 1) Identification of barriers to the development and implementation of school wellness policies and recommendations to reduce those barriers by January 1, 2006. This report is available at www.isbe.net/nutrition/htmls/wellness_policy.htm.
- 2) Recommendations on statewide school nutrition standards by January 1, 2007. This report is available at http://www.isbe.net/nutrition/pdf/nutrition_standards.pdf.
- 3) Evaluation of five to ten school districts on the effectiveness of school wellness policy implementation by January 1, 2008.

This document represents the last report on the evaluations of six school districts on the effectiveness of school wellness policy implementation.

Task Force Conclusions

The charge to the Illinois School Wellness Policy Task Force for this report was to “evaluate the effectiveness of school wellness policies” by reviewing a “sample size of five to ten school districts.” To that end, a survey instrument was constructed to ask questions based on the areas outlined in the sample policies:

- Policy Implementation
- Nutrition Guidelines
- Nutrition Education
- Physical Education and Activity
- Environment
- Staff Wellness

Questions were selected to determine whether districts had adopted and implemented a Local Wellness Policy. Districts completed the survey, which was followed by an on-site interview to collect anecdotal evidence of Local Wellness Policy implementation. The following are the conclusions of the Task Force:

- Results of this survey should be viewed with caution because this was a voluntary undertaking. Three districts declined to participate and five districts did not respond to the original call. One superintendent said the district would participate if it was mandatory, but because it was voluntary, they really did not have the time.
- The survey results may not be representative of all Illinois schools due to the small sample size required by legislation. Of more than 1,200 districts required to adopt and implement a policy, only six districts were sampled.
- While policies have been adopted, implementation of these policies at the district level is limited. While six districts adopted a policy, only two had a written implementation plan. This is a serious concern.
- The evaluation process came too soon after the adoption of local wellness policies to allow school districts adequate time to implement their policies. The survey only reflects progress to date.
- While some districts surveyed were already addressing wellness issues, for those districts where this is a new endeavor, it will take more than one school year to begin making enough changes to affect a better school wellness environment.
- Schools are struggling to make decisions and changes in the status quo because they do not have a strong implementation model or program to follow. Adoption of a statewide coordinated school health model would facilitate implementation.
- Some changes in vending may have been promulgated by the Illinois School Code Part 305 Rules rather than Local Wellness Policies.

- Based on information from the Illinois State Board of Education Nutrition Programs, districts' perceptions of meeting the USDA School Meals Initiative standards may be overestimated.
- Without a required statewide nutrition education curriculum, schools will be less likely to make nutrition education a priority. None of the districts reported selecting a new nutrition education curriculum/program, and only three made changes in nutrition education as a result of the policy.
- Compliance may not be consistent with the mandate for daily physical education, especially at the elementary level.
- The Illinois waiver and exemption policy for daily physical education limits many children from the mental and physical benefits of exercise.
- Districts are allowed to deny students recess or other physical activity as a form of discipline, further limiting their opportunities for physical activity.
- Monetary considerations will always play a role in implementation of Local Wellness Policies. This was one of the first barriers identified by the Task Force in its original report and the number one barrier identified in the survey.

Task Force Recommendations

Recognizing the link between healthy students and successful academic outcomes and with the above conclusions in mind, the recommendations of the Illinois School Wellness Policy Task Force are:

- To adopt a Coordinated School Health Program* as a statewide program in order to help districts maximize resources, to facilitate staff development, and to disseminate information on best practices.
- To develop measurable outcomes so schools have a target toward which to work for school wellness.
- To establish a mechanism for on-going monitoring of district progress on wellness policy development and implementation, either through the Illinois State Board of Education or the Regional Offices of Education
- To provide earmarked funding at a level so schools can provide adequate facilities, nutrition curriculum, and staff to change the school wellness environment.
- To evaluate Local Wellness Policy implementation again in at least two years using a larger sampling after schools are given time to address specific goal areas of physical activity, nutrition, curriculum, and environment.

*Addressing health issues through a Coordinated School Health Program (CSHP) (<http://www.cdc.gov/healthyyouth/CSHP/>) model, schools create partnerships among health agencies, community programs, families, and school personnel. These partners identify local health issues, build consensus on what services should be provided, integrate funding from a variety of existing sources, and develop coherent and comprehensive approaches to address the identified problems. The eight components of the CSHP model: comprehensive health education; counseling, psychological, and social services; healthy school environment; nutrition services; parent and community involvement; physical education; school health services; and staff health promotion provide a multifaceted approach. Coordination eliminates duplication and fragmentation and creates an opportunity to integrate programs essential to the health and educational development of youth.

Summary of Results

Administrators from six school districts surveyed by the Illinois School Wellness Policy Task Force reported that:

- All had a local school wellness policy approved by the school board.
- All indicated the school wellness policy applied to all buildings and grade levels within the school district.
- None had budgeted funds to implement a local school wellness policy.
- Four districts had a wellness committee in place.
- Four did not have a written implementation plan for their local wellness policy.
- All felt their reimbursable school meal programs met the USDA School Meals Initiative standards.
- None provided the parents, staff, or public with a list of food and beverages that cannot be consumed in the school during the school day.
- Three increased the frequency of their nutrition education after adopting the policy.
- None had integrated nutrition education with core curriculum areas as a result of the new policy.
- All had or are in the process of developing nutrition guidelines for all foods and beverages available on campus during the day.
- All reported nutrition policy changes had impacted a la carte, vending, and classroom parties.
- Five had not made changes to products sold for fundraisers.
- All provided physical education classes.
- Three delivered physical education to grades K–5 students daily.
- Five delivered physical education to grades 6–8 students daily.
- Three delivered physical education grades 9–12 students daily.
- All provided recess.
- Four felt their buildings do not have appropriate facilities to provide the required physical education and activities needed to meet the local school wellness policy.
- Three were approved for physical education waivers.
- Five had an exemption policy for physical education that may include participation in sports, marching band, driver's education, or an academic intervention.
- Two districts required physical education for graduation.
- Five had not changed their programs as a result of the policy to allow more time for physical education during the week or to provide new opportunities for fitness and activity.
- Five reported that their wellness policy provided for at least 20 minutes for students to eat and enjoy lunch after they sit down with their meal.
- Five did not have a procedure to address food and beverages sold in the staff lounge.

Appendix A

Methodology

Methods of Recruiting School Districts

Public Act 94-1099 requires an evaluation of five to ten school districts on the effectiveness of school wellness policies.

Development of the Survey Tool

In evaluating the effectiveness of the wellness policy, the Illinois School Wellness Policy Task Force wanted to determine the following:

- Did the Public Act cause the school to develop a local wellness policy?
- Were the policies implemented?
- Did they produce a positive change in the school environment?
- What perceived barriers prevented additional action?

Categories for Questions

- Policy Implementation
- Nutrition Education
- Physical Education and Activity
- Environment
- Staff Wellness
- Barriers to Implementation

Selection of Districts

A random selection tool was used to choose 15 school districts from all Illinois districts participating in the National School Lunch Program. School selection criteria set prior to the random selection included:

- At least one district from the following three types of districts:
 - Elementary district (Pre-K–8)
 - High school district (9–12)
 - Unit district (Pre-K–12)
- At least one from each of the following residential areas:
 - Rural
 - Urban
 - Suburban
- Additional Considerations:
 - Representation in the northern, central, and southern geography of the state
 - Enrollment
 - Type of meal service (self-operating or managed by food service vendor)

School Recruitment Process

Once the districts were randomly selected, assigned members from the Task Force called the Superintendent in those districts. The purpose of the call was to engage the district in the process and get their commitment to participate in a survey and follow-up interview.

Each call was followed by a letter of invitation to the district to participate in the evaluation process with the understanding that all information would remain anonymous within the final report. The written survey tool was included with the letter, along with a return address label.

Contacted By Phone	Responded to Call	Agreed to Participate	Submitted Surveys	Declined to Participate	Did Not Respond to Call
15	10	7	6	3	5

Interview Process

Surveys were sent to those school districts agreeing to participate. Once the survey was completed and received by the Task Force, an on-site visit was arranged through the superintendent to gain a more personal response to the survey and as a means to follow up and clarify information from the survey. Task Force members in teams of two visited each of the districts that returned a survey.

Survey Demographics

District	District Type	Locale	Geographical Location	Size of District ¹	Percent Free and Reduced-Price Eligible	Type of Meal Services
District A	Unit	Small Town	South	Medium	39%	Self-operating
District B	Elementary	Urban Fringe of a Large City	North	Large	13%	Self-operating
District C	Unit	Rural	South	Small	39%	Self-operating
District D	Elementary	Urban Fringe of a Large City	North	Large	28%	Self-operating
District E	Unit	Large Town	Central	Large	48%	Self-operating
District F	Unit	Rural	Central	Small	35%	Self-operating

¹Size of district code: small = 1–999 students enrolled, medium = 1000–2500 students enrolled, large = 2500+ students enrolled

Appendix B

Recruitment Letter



Illinois School Wellness Policy Task Force

Action for Healthy Kids of Illinois

American Academy of Pediatrics, Illinois Chapter

American Cancer Society
American Heart Association

Healthy Schools Campaign

Illinois Association for Health, Physical Education Recreation and Dance

Illinois Association of Regional Superintendents

Illinois Association of School Administrators

Illinois Association of School Boards

Illinois Association of School Nurses

Illinois Department of Human Services

Illinois Department of Public Health

Illinois Dietetic Association

Illinois Nutrition Education and Training Program

Illinois Parent Teacher Association

Illinois School Health Association

Illinois School Nutrition Association

Illinois State Board of Education

Illinois State Dental Society

Southern Illinois University

January 30, 2007

Name
Title
School District Name
Address
City, State Zip

Dear Name:

Thank you for your willingness to complete the enclosed evaluation tool. Upon completion of the evaluation tool please return it in the enclosed envelope no later than February 15, 2007.

Sincerely,

Peggy Jones

Peggy Jones, Chairperson
Illinois School Wellness Policy Task Force
7 Stark Circle
Bloomington, IL 61701
Peggy.jones@heart.org
Phone: 309-662-8498
Fax: 306-662-8437

Appendix C

Survey Instrument

Survey for the Evaluation of Local School Wellness Policy

The purpose of this survey is to assess progress toward the development and implementation of a local school wellness policy.

For questions, please contact Peggy Jones, Chairperson, Illinois School Wellness Policy Task Force, Subcommittee on Evaluation, via email at peggy.jones@heart.org or via phone at 312-346-0519 extension 7321.

A. Policy Implementation

1. *Does your school district have a local school wellness policy that has been approved by the school board/committee?*
 - Yes
 - In progress
 - No

2. *Did your school district have a local school wellness policy prior to passage of legislation requiring schools to have a local school wellness policy?*
 - Yes
 - No

3. *Does your school district have a written plan for implementation of the local school wellness policy?*
 - Yes
 - In progress
 - No

4. *Do you have a local school wellness policy council/committee? (If yes, attach roster.)*
 - Yes
 - In progress
 - No

5. *Who has lead responsibility for coordinating the implementation of the local school wellness policy?*
 - Superintendent
 - Principal
 - School nurse
 - Teacher
 - Parent
 - School food service director
 - Other _____

6. *Does the local school wellness policy apply to all buildings and grade levels within the school district?*

- Yes
- In progress
- No

Comments: _____

7. *Did your school district specifically budget funds to implement the local school wellness policy?*

- Yes
- No

Comments: _____

B. Nutrition Guidelines

8. *Do your reimbursable school meal programs meet the USDA School Meals Initiative standards?*

- Yes
- In progress
- No

9. *Have you adopted nutrition guidelines for all foods and beverages available on campus during the school day?*

- Yes
- In progress
- No

10. *Outside the school meal programs, do your guidelines address: (Check all that apply.)*

- A la carte
- Vending
- School stores or snack bars
- Concessions
- Fund raisers
- Classroom parties, celebrations, and/or meetings
- Other: _____

11. *Does your school district provide a list to teachers, staff, parents, and/or the public of food and beverages that cannot be consumed in the school during the school day?*

- Yes
- In progress
- No

12. *Does your school district allow food/food coupons to be used as an incentive or reward for students?*

- Yes
- In progress
- No

13a. *Did the adoption of local school wellness policy guidelines create change in previous policies for nutrition?*

- Yes (If yes, check all that apply under item 6b.)
- No changes were made
- We already addressed changes in these areas

13b. *Check areas affected by change in policy:*

- A la carte
- Vending
- School stores or snack bars
- Concessions
- Fund raisers
- Classroom parties, celebrations, and/or meetings
- Teacher/staff lounge
- Other: _____

Comments: _____

C. Nutrition Education

14. *Does your school district provide age-appropriate nutrition education to all grades?*

- Yes
- In progress
- No

15. *Circle all grades currently receiving nutrition education.*

1 2 3 4 5 6 7 8 9 10 11 12

16. *As a result of the local school wellness policy, were changes made in your nutrition education program? (Check all that apply.)*

- Additional grade levels were added to the program
- Nutrition education is now provided at a regularly scheduled time
- A nutrition education/curriculum program was selected
- Frequency of nutrition education was increased
- No changes were made

17a. *Is your nutrition education curriculum coordinated with information available in the cafeteria area?*

- Yes
- In progress
- No, skip to 18a

17b. *Does this reflect a change as a result of the new local school wellness policy?*

- Yes
- No

18a. *Is your nutrition education program integrated into core curriculum areas such as math, science, or language arts?*

- Yes
- In progress
- No, skip to 19a

18b. *Does this reflect a change as a result of the new local school wellness policy?*

- Yes
- No

19a. *Are newly hired staff members who teach nutrition education required to be certified by the state in health education?*

- Yes
- In progress
- No

19b. *Does this reflect a change as a result of the new local school wellness policy?*

- Yes
- No

Comments: _____

D. Physical Education and Activity

20. *In which of the following ways does your school provide opportunity for every student to maintain physical fitness? (Check all that apply.)*

- Physical education classes
- Recess
- Safe or preferred routes for walking or biking to school
- Intramural activities
- Physical activity clubs
- Promotion of physical activity now and for healthy lifelong habits
- Other

Please answer the following two questions related to physical education in your school district for all students enrolled in kindergarten through fifth grade.

21a. Is physical education delivered to all students grades K–5 daily?

- Yes
- No

21b. How many minutes of physical education does your school district require at the K–5 level?

- Less than 50 minutes per week
- 51–100 minutes per week
- 101–149 minutes per week
- 150 minutes or more per week
- Data not available

Please answer the following two questions related to physical education in your school district for all students enrolled in sixth through eighth grade:

22a. Is physical education delivered to all students in grades 6–8 daily?

- Yes
- No

22b. How many minutes of physical education does your school district require for grades 6–8?

- Less than 90 minutes per week
- 91–134 minutes per week
- 135–224 minutes per week
- 225 minutes or more per week
- Our school district does not include these grades
- Data not available

Please answer the following three questions related to physical education in your school district for all students enrolled in ninth through twelfth grade.

23a. Is physical education delivered to all students in grades 9–12 grades daily?

- Yes, skip to 23c
- No

23b. Check the requirement for graduation:

- Less than one year
- Equivalent to 1 year
- Equivalent to 1.5 years
- Equivalent to 2 years or more
- Our school district does not include these grades
- Data not available

- 23c. *If high school students fail a required physical education course, are they required to repeat it?*
- Yes
- No
24. *Do you feel your buildings in the school district have appropriate facilities to provide physical education and activities required to meet your local school wellness policy goals?*
- Yes
- No
- If no, please indicate why _____
- _____
25. *Have any schools in the school district been approved for a Physical Education Waiver by the State of Illinois for 2006–2007?*
- Yes
- No
- If yes, under what provision or for what reason(s)? _____
- _____
26. *Does your school district have an exemption policy for physical education?*
- Yes
- No
- If yes, provide the total number of students exempted. _____
- Reason(s) for exemptions: _____
- _____
27. *Are newly hired staff members who teach physical education required to be certified by the state in physical education?*
- Yes
- In progress
- No
28. *Are your teachers allowed to deny students participation in recess or other physical activity as a form of discipline?*
- Yes
- No
- 29a. *Did adoption of any of the local school wellness policy guidelines create change in the previous policies for physical education and activity?*
- Yes
- In progress
- No, skip to 30

29b. *Check all changes that occurred due to the adoption of the local school wellness policy.*

- Time allotted for physical education during the week
- New opportunities for fitness and activity
- Improvement in facilities provided
- Additional funding for physical education
- Adoption of new guidelines for certification of physical education teachers
- Policy for repeating a failed physical education class
- Policy for using denial of physical education as a form of discipline
- Elimination of Physical Education Waiver Request

Comments: _____

30. *Do your physical education classes have a student to teacher ratio comparable to those in other curricular areas?*

- Yes
- In progress
- No

Comments: _____

E. ENVIRONMENT

31. *Does your school district allow any advertising that promotes food and beverage choices not consistent with the food and beverage guidelines in your local school wellness policy?*

- Yes
- In progress
- No

32. *Does the school district and its schools reinforce nutrition curriculum with any of the following? (Check all that apply.)*

- Visual messages
- Posters
- Awareness messaging
- Take home messages
- Bulletin boards
- Other: _____

33. *Does your cafeteria merchandise a variety of healthful foods through placement, pricing, or promotion?*

- Yes
- No

34. *Does your local school wellness policy require a provision of at least 20 minutes for students to eat and enjoy lunch after they sit down with their meal?*

- Yes
- No

35. *Are students permitted to leave school grounds to purchase foods or beverages?*

- Yes
- No

Comments: _____

36a. *Does your school district's local school wellness policy provide access for students to use any or all buildings for physical activity (other than inter-scholastic events) outside the school hours?*

- Yes
- In progress
- No, skip to 37a

36b. *If yes, check all that apply.*

- Before school
- After school
- Evening
- Weekends
- Intramural

37a. *Does your school district's local school wellness policy provide access for the community at-large to use any or all buildings for physical activity outside the school hours?*

- Yes
- In progress
- No, skip to 38

37b. *If yes, check all that apply.*

- Before school
- After school
- Evening
- Weekends
- In collaboration with park departments or non-profit organizations

38. *Did the adoption of any local school wellness policy guidelines create positive change for the environment in the schools or community?*

- Yes
- In progress
- No

Comments: _____

F. STAFF WELLNESS

- 39. *Does the local school wellness policy provide for a staff wellness program?*
 - Yes
 - In progress
 - No

- 40. *Does the local school wellness policy address food and beverages served at school-sponsored staff functions?*
 - Yes
 - In progress
 - No

- 41. *Does the local school wellness policy address food and beverages sold in the staff lounge?*
 - Yes
 - No

- 42. *Does your local school wellness policy require on-going professional training for teachers and staff in the area of health and nutrition?*
 - Yes
 - In progress
 - No

- 43. *Does your local school wellness policy include physical activity and healthy eating opportunities for school staff?*
 - Yes
 - In progress
 - No

- 44. *Did your school district provide a staff wellness component or program prior to the new local school wellness policy?*
 - Other: _____
 - Yes
 - No

Comments: _____

G. BARRIERS TO IMPLEMENTATION OF LOCAL SCHOOL WELLNESS POLICY

45. *What do you consider the three main barriers you face in local school wellness policy implementation?*

1. _____

2. _____

3. _____

None at this time

Thank you for sharing this information and contributing to the health and well being of students in Illinois schools.

Appendix D

Raw Survey Data

Results of Evaluation Survey

The following six tables describe questions and responses covered by the survey. These questions are organized by category: policy implementation, nutrition guidelines, nutrition education, physical education and activity, environment and staff wellness.

Policy Implementation—Table 1 describes responses related to wellness policy implementation. All surveyed school districts have a local policy approved by the board and none of the districts had a policy prior to the passage of legislation. Only two districts have a written plan for implementation and four districts are in progress. In most districts, the assistant superintendent was responsible for coordinating the implementation of the policy. For all surveyed school districts, the policy is applied to all buildings and grade levels within the school districts.

Table 1

A. POLICY IMPLEMENTATION	YES	IN PROGRESS	NO
1. Does your school district have a local school wellness policy that has been approved by the school board/committee?	6		
2. Did your school district have a local school wellness policy prior to passage of legislation requiring schools to have a local school wellness policy?			6
3. Does your school district have a written plan for implementation of the local school wellness policy?	2	4	
4. Do you have a local school wellness policy council/committee?	4	2	
5. Who has lead responsibility for coordinating the implementation of the local school wellness policy?*			
6. Does the local school wellness policy apply to all buildings and grade levels within the school district?	6		
7. Did your school district specifically budget funds to implement the local school wellness policy?		6	

*Answers to question number 5: assistant superintendent is responsible in three districts, superintendent and school nurse are responsible in two districts, and school food service director is responsible for one district.

Nutrition Guidelines—Table 2 describes responses related to nutrition guidelines. All surveyed districts meet the USDA School Meals Initiative standards for reimbursable school meal programs. Three districts adopted nutrition guidelines for all foods and beverages available on campus during the school day. One district adopted nutrition guidelines for K–8 only. Outside the school meal programs, local policies address a la carte (three districts); vending (four districts); school store (one district); fund raisers (three districts); and classroom parties, celebrations, and or meetings (two districts). None of the surveyed districts provide teachers, staff, parents, and the public a list of foods and beverages that cannot be consumed in school during the school day. Half of the districts allow the use of food coupons for student incentives. Three districts already addressed changes during the adoption of local policy. The areas affected by change in policy were: a la carte (two districts), vending (three districts), fund raisers (one district), classroom parties (three districts), and teacher/staff lounge (one district).

Table 2

B. NUTRITION GUIDELINES	YES	IN PROGRESS	NO
8. Do your reimbursable school meal programs meet the USDA School Meals Initiative standards?	6		
9. Have you adopted nutrition guidelines for all foods and beverages available on campus during the school day?	3 (one for K–8)	3 (one for 9–12)	1
10. Outside the school meal programs, do your guidelines address: (Check all that apply) <ul style="list-style-type: none"> ▪ A la carte: 3 responses ▪ Vending: 4 responses ▪ School stores or snack bars: 1 response ▪ Concessions: None ▪ Fund raisers: 3 responses ▪ Classroom parties, celebrations, and/or meetings: 2 responses 			
11. Does your school district provide a list to teachers, staff, parents, and/or the public of food and beverages that cannot be consumed in the school during the school day?			6
12. Does your school district allow food/food coupons to be used as an incentive or reward for students?	3		3
13a. Did the adoption of local school wellness policy guidelines create change in previous policies for nutrition?*	2		1
13b. Check areas affected by change in policy: <ul style="list-style-type: none"> ▪ A la carte: 2 responses ▪ Vending: 3 responses ▪ School stores or snack bars: None ▪ Concessions: None ▪ Fund raisers: 1 responses ▪ Classroom parties, celebrations, and/or meetings: 3 responses ▪ Teacher/staff lounge: 1 response ▪ Other: None 			

*Three school districts already addressed changes in these areas.

Nutrition Education—Table 3 describes responses related to nutrition education. Four districts provide age-appropriate education to all grades. One district is providing education for grades 2 through 10; two districts for grades 1 through 8; and 2 districts for grades 1 through 12. As a result of local policy, frequency of education was increased by three districts. Only two districts have their education curriculum coordinated with information available in the cafeteria area. Four districts have their education program integrated into core curriculum areas of math, science, or language arts. All districts surveyed mentioned a change as a result of the new local policy. Three districts have newly hired health education teachers who are required to be certified by the state. For all districts, this was a change as a result of the new policy.

Table 3

C. NUTRITION EDUCATION		YES	IN PROGRESS	NO
14.	Does your school district provide age-appropriate education to all grades?	4	1	1
15.	Circle all grades currently receiving nutrition education.	1 (2–10) 2 (1–8) 2 (1–12)		
16.	As a result of the local school wellness policy, were changes made in your nutrition education program? (Check all that apply.) <ul style="list-style-type: none"> ▪ Additional grade levels were added to the program: None ▪ Nutrition education is now provided at a regularly scheduled time: None ▪ A nutrition education/curriculum program was selected: None ▪ Frequency of nutrition education was increased: 3 responses 			
17a.	Is your nutrition education curriculum coordinated with information available in the cafeteria area?	2		4
17b.	Does this affect a change as a result of the new school wellness policy?			5
18a.	Is your nutrition education program integrated into core curriculum areas such as math, science, or language arts?	4		2
18b.	Does this reflect a change as a result of the new local school wellness policy?			6
19a.	Are newly hired staff members who teach nutrition education required to be certified by the state in health education?	3 (health education teacher)	1	2 (school nurses)
19b.	Does this reflect a change as a result of the new local school wellness policy?			6

Physical Education (PE) and Activity—Table 4 describes responses related to physical education and activities. The ways districts provided opportunities are: physical education classes (six districts); recess (six districts); safe or preferred routes for walking or biking to school (two districts); intramural activities (three districts); physical activity clubs (one district); and promotion of physical activity (five districts). Half the districts deliver physical education to all students grades K–5 daily. For this grade level, the majority provide 51–100 minutes per week. Five districts deliver physical education to all students grades 6–8 daily. For this grade level, the majority provide 225 minutes or more per week. Half of the districts deliver physical education to students grades 9–12 daily. Four districts require students to repeat a physical education course if they fail. The majority of districts surveyed do not have adequate space/facilities and/or equipment/resources for physical education. Half of districts have schools that were approved for a physical education waiver by the State of Illinois for 2006–2007. Five districts have an exemption policy for physical education. The number of exempt students varies by semester. Reasons for exemptions are: sports, marching band, health or driver’s education classes, and academic intervention. Newly hired physical education teachers are required to be certified by the state for all surveyed districts. Due to local policy, changes have occurred with time allotted for physical education and new opportunities for fitness. The majority of districts surveyed have physical education classes with a student teacher ratio comparable to those in other curricular areas.

Table 4

D. PHYSICAL EDUCATION AND ACTIVITY	YES	IN PROGRESS	NO
20. In which of the following ways does your school provide opportunity for every student to maintain physical fitness? (Check all that apply.) <ul style="list-style-type: none"> ▪ Physical education classes: 6 responses ▪ Recess: 6 responses ▪ Safe or preferred routes for walking or biking to school: 2 responses ▪ Intramural activities: 3 responses ▪ Physical activity clubs: 1 response ▪ Promotion of physical activity now and for healthy lifelong habits: 5 responses ▪ Other: Daily physical education will go into effect for trips, and athletics. 			
21a. Is physical education delivered daily to all students grades K–5 daily?	3		3
21b. How many minutes of physical education does your school district require at the K–5 level? <ul style="list-style-type: none"> ▪ Less than 50 minutes per week: None ▪ 51–100 minutes per week: 3 responses ▪ 101–149 minutes per week: 1 responses ▪ 150 minutes or more per week: 2 responses 			
22a. Is physical education delivered daily to all students in grades 6–8?	5		1
22b. How many minutes of physical education does your school district require at the 6–8 level? <ul style="list-style-type: none"> ▪ Less than 90 minutes per week: 1 response (grade 6 only) ▪ 91–134 minutes per week: None ▪ 135–224 minutes per week: 2 responses 			

<ul style="list-style-type: none"> ▪ 225 minutes or more per week: 4 responses ▪ Our school district does not include these grades: None 			
23a. Is physical education delivered to all students in grades 9–12 daily?	3		1
23b. Check the requirement for graduation.	2 (equivalent to 2 years or more)		
23c. If high school students fail a required physical education course, are they required to repeat it?	4		
24. Do you feel your buildings in the school district have appropriate facilities to provide physical education and activities required to meet your local school wellness policy goals?	2		4*
25. Have any schools in the school district been approved for a Physical Education Waiver by the State of Illinois for 2006–2007?	3		3
26. Does your school district have an exemption policy for physical education?	5**		1
27. Are newly hired staff members who teach physical education required to be certified by the state in physical education?	6		
28. Are your teachers allowed to deny students participation in recess or other physical activity as a form of discipline?	4		2
29a. Did adoption of any of the local school wellness policy guidelines create change in the previous policies for physical education and activity?	1		5
29b. Check all changes that occurred due to the adoption of the local school wellness policy.	1***		
30. Do your physical education classes have a student to teacher ratio comparable to those in other curricular areas?	5 (1 for grades K–6)	1 (grades 7–12)	1 (lack space)

*If the response was “no” to this question, the explanation was: inadequate space/facilities; inadequate equipment/resources at all grades; shared space for physical education and lunchroom reducing opportunities for scheduling physical education classes; need more space at elementary/junior high; need fitness/weight facilities at high school; and some of the older elementary school building do not have adequate gym space.

**If the response was “yes” to this question, the number of students exempted varied by semester. One response was 50–265 students and another was 26 students. The reasons for exemptions were: sports, marching band, taking health or driver’s education, receiving an academic intervention, or taking a needed course.

***Changes made with the adoption of the local school wellness policy were time allotted for physical education during the week and new opportunities for fitness and activity.

Environment—Table 5 describes responses to school environment. The majority of districts surveyed do not allow advertising that promotes food and beverages not consistent with the policy. Districts and schools reinforce nutrition curriculum with: visual messages (three districts); posters (six districts); awareness messaging (two districts); take-home messages (three districts); and bulletin boards (five districts). Three districts' cafeterias merchandise a variety of healthful foods through placement, pricing, or promotion. The majority of those surveyed require at least 20 minutes for students to eat and enjoy lunch. The majority did not permit students to leave school grounds to purchase foods or beverages. Four districts provide access for students to use any or all buildings for physical activity outside of school hours. Five districts allow use during weekends and four districts allow use in the evenings. Three districts provide access for the community at-large to use any and all buildings outside of school hours and two others say such a process is in progress. Four say they allow use during weekends, four during evenings. Just one district said adoption of a local policy created positive changes in this area.

Table 5

E. ENVIRONMENT	YES	IN PROGRESS	NO
31. Does your school district allow any advertising that promotes food and beverage choices not consistent with the food and beverage guidelines in your local school wellness policy?	1		5
32. Does the school district and its school reinforce nutrition curriculum with any of the following? (Check all that apply.) <ul style="list-style-type: none"> ▪ Visual messages: 3 responses ▪ Posters: 6 responses ▪ Awareness messaging: 2 responses ▪ Take home messages: 3 responses ▪ Bulletin boards: 5 responses ▪ Other: Menu 			
33. Does your cafeteria merchandise a variety of healthful foods through placement, pricing, or promotion?	3	1	2
34. Does your local school wellness policy require a provision of at least 20 minutes for students to eat and enjoy lunch after they sit down with their meal?	5		1
35. Are students permitted to leave school grounds to purchase foods or beverages?	1 (high school students only)		5
36a. Does your school district's local school wellness policy provide access for students to use any or all buildings for physical activity (other than inter-scholastic events) outside the school hours?	4	1	1
36b. If yes, check all that apply. <ul style="list-style-type: none"> ▪ Before school: 2 responses ▪ After school: 3 responses ▪ Evening: 4 responses ▪ Weekends: 5 responses ▪ Intramural: 2 responses 			
37a. Does your school district's local school wellness policy provide access for the community at-large to use any and all buildings for physical activity outside the school hours?	3*	2	1

<p>37b. If yes, check all that apply.</p> <ul style="list-style-type: none"> ▪ Before school: 1 response ▪ After school: 2 responses ▪ Evening: 4 responses ▪ Weekends: 4 responses ▪ In collaboration with park departments or non-profit organizations: 2 responses 			
<p>38. Did the adoption of any local school wellness guidelines create positive change for the environment in the schools or community?</p>	1	2	2

*One "yes" response was not in school wellness policy but in school board policy.

Staff Wellness—Table 6 describes responses related to staff wellness programs. Local policy did not provide for a staff wellness program for the majority of districts surveyed. Also, for the majority of those surveyed, local school wellness policies do not address foods and beverages served at school-sponsored staff functions or sold in the staff lounge. Three districts’ policies do not require on-going professional training for teachers and staff for health and nutrition. Four districts’ policies do not include physical activity and healthy eating opportunities for school staff. The majority of districts surveyed provided a staff wellness component or program prior to the new local school wellness policy.

Table 6

F. STAFF WELLNESS	YES	IN PROGRESS	NO
39. Does the local school wellness policy provide for a staff wellness program?	2		4
40. Does the local school wellness policy address food and beverages served at school-sponsored staff functions?	1		5
41. Does the local school wellness policy address food and beverages sold in the staff lounge?	1		5
42. Does your local school wellness policy require on-going professional training for teachers and staff of health and nutrition?	2		3
43. Does your local school wellness policy include physical activity and healthy eating opportunities for school staff?	2		4
44. Did your school district provide a staff wellness component or program prior to the new local school wellness policy?	4		2

Barriers to Implementation of Local Wellness Policy

The final question of the survey was an open-ended opportunity for districts to list what they considered the three main barriers to implementing a local wellness policy in their district. The barriers listed are as follows:

#1 ✓ Funding

- ✓ Time needed to write curriculum and coordinate activities
- ✓ Selling to parents that kids are getting enough nutrition

#2 ✓ Facilities

- ✓ Selling to public

#3 ✓ The need to focus on No Child Left Behind (NCLB) requirements

- ✓ The need to revamp the lunch program to provide more selection/options
- ✓ Funds for fitness equipments/facilities

Appendix E

**Anecdotal Comments
From Districts**

District A

On March 29, 2007, members of the School Wellness Policy Task Force met with an administrator at this district to discuss the district's wellness policy. A summary of that meeting is as follows:

Policy Implementation

On June 19, 2006, the district's Board of Education, adopted the School Wellness Policy. The policy adopted was the Illinois Association of School Boards (IASB) draft policy provided. The district does not have a wellness policy council per say, but does plan to introduce the wellness policy to the Community Advisory Council that is made up of stakeholders from the community and meets every other year. The Superintendent shared that the wellness policy, at this time, is available to the public and that all board polices go through a vigorous adoption process.

Nutrition Guidelines

The district is working to substitute "more healthy" alternatives in the concessions area while also trying to implement the school food service rules during the school day at the elementary and middle school buildings. Although the district does not currently provide a list to teachers, staff, parents, and/or the public of food and beverages that cannot be consumed in the school during the school day, they do try to encourage consumption of healthy products by all persons in contact with the students.

Nutrition Education

The district provided nutrition education through its educational curriculum in addition to posters and displays throughout the food service areas. Nutrition education is also incorporated in health and science courses. The district staff partners regularly with staff of the University of Illinois Extension Program to provide nutrition education to the primary students at least twice each school year and if time permits, more frequently.

Physical Education and Activity

The district is unique in that they house a special education facility within their district. At this facility, they offer adaptive physical education for the students. Students within the district have an opportunity each fall to include a swimming lesson in their physical education curriculum as they partner with the local park district. For this current school year (SY) 2006–2007 and the upcoming school year (2007–2008), the district has not requested a physical education waiver. The district does use the exemption policy for marching band participation and exempts approximately 25 students during the fall

semester only. The Superintendent also stated that some of the facilities have small spaces for physical education and the space is often too restrictive.

Environment

The environment of the high school building is unique as that school has an open campus during the lunch period. Students are able to leave the school grounds and drive to area businesses/restaurants or go home for lunch. The open campus exists because of limited cafeteria space and the number of lunch periods that would need to be offered to accommodate all high school students within that space.

In regards to the environment of the entire district, they do partner with community groups to have health-focused events at their school buildings during the evenings and on weekends. The school buildings are open in the morning and after school during inclement weather for walking as well as the school track during nice weather. The weight room at the school is used by the local community college for its fitness classes. They also encourage district employees to use the school facilities for their health fitness center.

Staff Wellness

The district encourages staff wellness as they feel that if the staff is in good health this would be a positive modeling experience for the students. The Superintendent stated that prior to the required wellness policy, as a district they also thought wellness was a “good idea,” but now that good idea is required and they have to ensure they do it. One comment was that the uncertainty of where the next step might be is a bit unsettling at this time. Will the school food service rules be required for high school or after-school activities? Does the wellness policy have to address additional items?

Barriers to Implementation of Local School Wellness Policy

The district reports that their top barriers to implementation of the local wellness policy are funding and facilities. The Superintendent stated that one feeds the other. He said the wellness policy promotes good health and that is a good thing for both students and staff.

District B

Interview for the Evaluation of the Local School Wellness Policy

Date: Wednesday, April 16, 2007

Time: 1 p.m.

Background

The assistant superintendent was very open and honest about the entire process. We met with him, the school nurse, and a physical education teacher. They had not seen the survey as the superintendent of the district had completed it, and then set up our appointment without sharing the information with the team we were interviewing. It turned out not to be an obstacle; the discussion went smoothly and they shared easily and openly with us.

A. Policy Implementation

- *Were there barriers to having a local school wellness policy approved by the school board?*
The district chose the Illinois Association of School Board's (IASB's) policy. They selected a small committee made up of the school nurse, a physical education teacher, a parent, a dietitian from the lunch program, and the assistant superintendent to review the plans and match up existing school policies.
- *Did you have a policy prior to the mandate?*
No
- *What guided your policy?*
The IASB's template was used. The physical education teacher and assistant superintendent attended the training offered by Illinois Nutrition Education and Training (NET).
- *Do you have a plan to monitor the policy?*
Nothing specific at this time.
- *Is there a wellness policy committee/team/council?*
Yes, the team consists of a school nurse, physical education teacher, parent, dietitian, and assistant superintendent. This team reviewed the IASB policy, but it is not an ongoing committee. Individual schools do not have their own committees but the community has been active in voicing opinions about the concerns they have for children with allergies and foods or snacks served at the school.
- *Is it part of an existing team?*

No. The committee was convened to review the policy and recommend changes needed. No additional meetings are planned.

- Is this at the school level? District level?
K-8
- Who is represented on this committee? Is there a roster?
See above.
- If there are no specific funds to implement the wellness policy, are there plans?
No

B. Nutrition

- Are your district guidelines more restrictive than USDA's standards?
No
- Additional information: *School food service program was audited by ISBE in the fall of 2006 and only had one correction to make, move from 2% to 1% milk.*
- Are there specific issues/barriers with food sold outside the school meal programs?
Yes. Most children do not participate in the school lunch program and bring lunches to school or parents bring in fast food lunches for their children.
- Classroom incentives and parties:
Parents resist eliminating sugary sweets from the parties. Parents are asked to provide a list of ingredients to accommodate children with allergies.
- Food as punishment: *They will not withhold food as punishment, but will withhold recess.*

C. Nutrition Education

- Tell us about nutrition education at your school.
Integrated into physical education. Part of their comprehensive health education curriculum.
- Are there barriers to nutrition education?
Not for integration by physical educators, K-5 regular teachers working on integrating nutrition into lessons. There is some integration of nutrition into other subjects, but it is not really an intentional effort.
- What changes were already in progress?
Physical education teachers had implemented nutrition education as part of health education.

D. Physical Education and Activity

- Tell us about your physical education program and recess at your school.
Daily physical education will go into effect next school year. A new gym is being built. Space has been a problem in the past. Kindergarten through grade 5 did not have physical education, only recess.
- Comment: *Middle school grades 6, 7, and 8 have daily physical education taught by certified staff*
- Are there spaces and equipment for physical education?
Space has been very limited. This year new physical education teachers were added and next year a new gym will open. The gym doubles as a lunchroom.
- Are there programs or events for physical activity and healthy eating?
No, but there is opportunity through the community for the public to use the facilities for programs.
- Who delivers staff wellness?
There is no staff wellness program.

E. Environment

No comments were received.

F. Staff Wellness

No comments were received.

G. Barriers to Implementation of the Wellness Policy

- Funding for resources
- Need for better facilities
- Need for better lunch program options
- Parents are still not totally supportive of nutritional changes for snacks

Positives

- Emphasis on fitness and good health
- School personnel are very concerned about increasing rate of obesity
- Community is on board with need for more physical education

Closing Comment

Overall, thought it was a good thing, and hope to see more resources available to make the changes needed to address the health issues especially diabetes and obesity.

District C

A. Policy implementation

School District representative attended the Regional Office of Education (ROE) meetings on the wellness policies. INET training was also used. The template from ISBE was used to formulate the policy. The members of the wellness committee will be changing due to school board elections and personnel changes.

B. Nutrition Guidelines

Between 520 and 550 student lunches are served every day. The cafeteria supervisor has reworked all the menu choices for meals in the school cafeteria. A la cart items including fresh fruits or fresh vegetables are available every day; deli sandwiches, nachos with cheese, chef salad, or pizza are also served in the cafeteria. At the beginning of the year, menus were sent home including fat, sugar, and portion size information. The school received many telephone calls regarding the changes. Many complaints were about the small amounts of food in a serving. There is a company that provides vending services to the high school. These vending items are not approved by the cafeteria staff.

C. Nutrition Education

A physical education class has been added to the high school curriculum.

D. Physical Education and Activity

- Physical Education Waiver has been approved for the high school.
- Exemptions are no longer given for band or chorus.
- High school fall 2006—seven exemptions for athletics
- High school winter 2007—one exemption for athletics and three for religious reasons
- High school students are pulled from physical education for:
 - Driver's education—one semester
 - Health class—one semester

E. Environment

- Students have 20–25 minutes to eat their lunch.
- The gymnasium has been opened on Sunday afternoons by the physical education teacher and participation is good.
- Grants are being applied for such as Safe Schools.

- The school district is working with the community to plan for walking trails on school property.
- Plans are in the works to build a facility for the school and the community to include a new gymnasium. The facility would be built on school property.
- The school does not have a track area.

F. Staff Wellness

- Staff has a choice in the cafeteria of school meal or a la cart items including deli sandwiches, nachos with cheese, chef salad, or pizza.
- Thirty-five people signed up the first year for the wellness program. The cost of certain tests was provided by the school district. The number of people participating has decreased since tests are no longer covered.
- This year, 27 people are part of the *Total Loss* (weight loss program). This program is run by the school nurse.

G. Barriers

Limited number of staff members.

District D

Introduction

Members of the Wellness Policy Task Force for this district met with Task Force members on April 16, 2007. Members from the district's Wellness Policy Task Force were in attendance.

Policy Implementation

The district based the development of its Wellness Policy on the guidelines provided by the Illinois Association of School Boards. They are currently developing a plan for monitoring/evaluating the implementation of the Wellness Policy. The parents on the Task Force, along with the PTA, have been influential in the development and implementation of the Wellness Policy. Overall, there is not one individual who has the lead responsibility for coordinating the implementation of the district's wellness policy. Instead, it is a collaborative effort between the parents and school personnel. Although the district did not specifically budget funds to implement the Wellness Policy, some funding is available through the PTA. For next year, more funding has been made available for health education.

Nutrition Guidelines

Since the district consists of elementary and junior high schools only, they did not have vending, school stores/snack bars, or concessions available to students prior to the development of the Wellness Policy. On an individual level, teachers and schools within the district have developed guidelines for classroom parties. A school within the district eliminated cupcakes, candy, and other sweets from classroom parties. For about the first six months, parents opposed the new rule but now everyone has accepted it. Purchasing healthy snacks is also more expensive. Since every socioeconomic status is represented within the district, purchasing healthy items is harder for some families than others. One individual mentioned that a cake mix purchased for 99 cents will make enough cupcakes for an entire class. The district's nutrition services department is considering developing a program where parents would be able to purchase healthy treats from the nutrition services department. Nutrition services would also deliver the healthy treats to the classroom. A la carte items are only available at the junior high schools. The district currently offers smaller portions of the higher fat items and limits the number of a la carte items a child may purchase. Since the district uses revenue from a la carte sales to fund various school activities, eliminating a la carte sales would negatively impact the amount of funding available for these activities. Barriers identified regarding nutrition guidelines included changing mentality/tradition in regards to classroom parties and taking into account the socioeconomic backgrounds represented within the district.

Nutrition Education

The nutrition education curriculum is based on state standards and is incorporated into all subjects. The nutrition education curriculum is incorporated into the cafeteria through posters and information on the menus. On special occasions, the cafeteria also gives out balls, Frisbees, and other items to promote physical activity. The district would like to offer nutrition education classes to parents. The parents and students at one of the schools in the district recently had the opportunity to attend a nutrition education seminar held one evening at the school. The seminar was designed to be fun and interactive while educating students and their families about healthy life style choices. One exercise during the seminar included having individuals choose a snack and then show how many times they would have to run up and down the gym to burn off the calories consumed by eating that snack.

Physical Education and Activity

Lunch is a one-hour period and each school has a 20 to 40 minute recess after lunch. Some schools divide the hour into thirds and have 20 minutes for silent reading, 20 minutes for lunch, and 20 minutes for recess. Other schools have 20 minutes for lunch and 40 minutes for recess. The district has discussed adding another recess period during the day, but there is not enough time to cover all of the academic requirements and add another period for recess. A 20-minute recess period actually ends up taking at least 30 minutes out of the day, since it takes time for the children to get ready to go outside, come in, and then sit back down at their desks. Some teachers will reward good behavior by giving the class an extra recess.

Kindergarten through sixth grade receives two 30-minute sessions of physical education twice a week. The district currently has a waiver based on lack of space, since most of the schools have multipurpose rooms. Fifteen out of 20 schools are included in the waiver. The district's waiver will expire in three years. Seventh and eighth graders receive daily physical education for about 150 minutes per week.

Barriers identified for this section included time and space. There is not enough time in the school day to meet all mandatory academic requirements and add additional recess periods. There also is not enough space in schools to accommodate physical activity for all students on a daily basis.

Environment

The park district uses the schools for after school activities and summer camps. This agreement was in place prior to the development of the Wellness Policy. All schools in the district have adequate outdoor space and playground equipment for the children.

Staff Wellness

The district has always offered preventive plan insurance, heart screenings, mammograms, and lab tests at a reduced cost. Individuals receive \$300 for preventive care. If the cost of labs and procedures exceeds \$300, the individual is responsible for paying the remainder. Some schools started a Weight Watchers group. Some individuals complained they felt pressured to join the group in order to satisfy their colleagues.

Barriers

- Space
- Funding and higher cost of nutritious foods
- Time
- Resistance to change
- Cultural differences

In the future, the district would like to expand the wellness policy to address children's overall wellness.

District E

The first official meeting of the district's Wellness Committee was held January 2006 and spearheaded by their former food service director. The committee met four times last year. The senior high school already had a wellness council in place that was working on nutrition interventions in that building. That council had representatives from nursing, physical education, health field, and students. That council has now been absorbed into the district-wide committee.

The first memo they remember about wellness came in September 2005 regarding a pilot project they conducted under the auspices of Action for Healthy Kids.

The Wellness Committee worked out a grid to broaden what the high school council was doing and worked on what they believed should be part of the policy.

In August 2006, the school board adopted the Policy Reference Education Subscription Service (PRESS) policy from IASB (attached), and members of the committee were somewhat disappointed because it was so broad. The board explained that what the committee had been working on would be the internal workings in the district and would be the specifics of what the district would implement.

This fall, the committee had two or three meetings to discuss their policy. They want to continue to refine their document to come up with working practices. In order to come up with what they have, they researched and incorporated a number of different templates.

They have not received much feedback as yet on what they are doing. They shared their progress with a local college health class and were met with very supportive comments.

This district has focused on wellness for many years. They have had a monthly staff wellness newsletter since 1985 and the district believes it is important for staff to model wellness for the students.

The cafeteria currently meets all the nutrition guidelines in the school meal program. They are neither more nor less restrictive. In fact, they would describe what they do as more "specific" rather than "restrictive." They are working to implement new ala carte standards, but they need to consider price points for students. Some of the healthier offerings will be more expensive.

Their biggest area of concern is soda machines. Nobody wants to get rid of them because of the funds they generate. However, they have put more juices and flavored waters in their machines and have asked that the front panels display water or the school mascot/name rather than high-calorie drinks. One difficulty is vendors have not developed the products that meet all the guidelines.

The district has asked teachers not to reward good behavior with candy. The district also asked teachers not to restrict recess so children can finish assignments.

The district also is phasing out the sale of candy bars at the high school. The specific comment was: "We are making some changes over the summer so we don't have a riot on our hands." It has long been district culture to sell candy bars as fundraisers.

The district is working toward an all wellness-based physical education curriculum.

In this district, sixth grade is still a part of the intermediate school setting, rather than a middle school or junior high. They would like to see more organized physical activity during noon recess.

They question why waivers do not include cheerleaders and pompom squads, in addition to athletes and marching bands. Juniors taking health classes are not exempt from physical education. Athletes are only exempt in grades 9 and 10, but marching band can be first semester all four years. They believe a lot of exemptions are not appropriate. Currently students are put into physical education if their schedule allows, even if they are in a waiver category. The district had 171 physical education waivers for the first quarter this year and 96 for the second.

A major change requires incoming freshmen to take a full year of physical education as seniors. Currently they only need to take one semester of physical education as seniors.

Part of the problem with everyone at both junior and senior high levels taking physical education is there is not enough money to hire teachers for that many students. Even if they did have the money, they physically do not have enough space to conduct that many classes.

The district is consciously trying to change the advertising at school to be consistent with food and beverage guidelines. They recommended all soda vending machines display either water or the school mascot on the front of the machine rather than sodas.

This district did not think about putting its community access to buildings in its wellness policy because it was already a part of the district culture. They partner with the park district as well as other organizations for after school and weekend use of buildings.

As to whether adopting the wellness policy created positive change for the environment, they agreed positive change was already happening, those changes have been cumulative, and more changes are on the way.

This district was one of the first to ban smoking and has always been recognized as a leader in health initiatives. Staff wellness was done "out of back pockets" for many years. Now it is housed with the nursing department, so it will not be going away.

Any planning or work to be done by the wellness committee is done after school hours with no stipend pay. It is not considered part of the contract day.

This district has a stable enrollment that is not projected to change much. But any change to the physical education waiver process would require a significant increase in physical education teachers and a building project. The high school has many “traveling” classes—there are not enough empty classrooms to use let alone to add more health curriculum. The district is not meeting average yearly participation (AYP) under NCLB benchmarks for some subgroups, so their sights are set on the high stakes nature of that testing and the consequences. Money is tight; their federal Title grants were reduced by \$100,000 this year. While the money is decreasing, salaries and benefits are increasing. Physical education, health, and nutrition will take a back burner to math, science, and language arts. They need to focus on what is assessed.

They have considered grant funding for this work, but of 1,047 Physical Education Program (PEP) grants, only 68 were funded.

They are working on their evaluation piece and plan to look at their procedures in light of this survey, but they are frustrated by three barriers: time, funding, and a focus on NCLB requirements.

District F

The district adopted its wellness policy in April 2006, following a first reading in March 2006, using the IASB PRESS template. They currently do not have a wellness council, although they convened a group to discuss wellness before the policy was adopted. No committee list will be attached because it is not active at this time.

As to feedback, issues and concerns are handled at the school level first before being brought to the superintendent. No issues or concerns have been raised to this point regarding any of the wellness policy issues.

This district has a closed campus now that all high school students are bused to one school.

When it comes to nutrition guidelines, they follow what they are given. Specific comment: "Most districts go by state regulations. They keep telling us what to do more and more without providing any additional (financial) assistance."

Their cafeterias had already eliminated deep fat fryers. The superintendent's biggest complaint is that the offerings still contain too many starches and carbohydrates. An issue at one school was that nothing was prepared from scratch, but that changed even before the wellness policy was adopted. They renovated the kitchen to allow better food preparation and now get very few complaints on the meals offered.

Their biggest area of concern is a la carte issues. Vending/soda machines are turned off from 7:45 a.m. to 2:50 p.m. during the school day and vending is not an option at the elementary level. The problem is that vending machines make a lot of money for schools.

They do make certain that water and low calorie beverages are available options.

A la carte still sells a lot of snacks at the high school level. Elementary has no ala carte service. Grades 5–8 have access to a salad bar at lunch and limited snack items. Students can get ice cream, but they must go through the lunch line or have brought a lunch in order to buy a treat.

Many teachers and students at the high school take advantage of the salad bar, which includes lettuce, bacon bits, cheese, tomatoes, croutons, cooked eggs, and ham.

While they still allow some outside fundraisers to sell candy, they do not allow candy bar fundraisers within the school or during the school day any more.

Restrictions on what can be brought for class parties usually bother parents more than teachers. While the district does not have a list of foods and beverages that cannot be consumed in school during the day, they do not allow food or food coupons to be used as incentives or rewards. This was true before the wellness policy. Even though the district does not have a list, individual building principals may.

The superintendent was not certain of the curriculum specifics for second and third grades where health and nutrition is offered. The wellness policy has not changed their curriculum or the class levels where it is offered (2, 3, 7, 9 and 10).

Their high school students get physical education in addition to health. Because the district has only one driver's education teacher, some students end up in physical education twice during the semester they take driver's education, although they can opt for a study hall. Students are required to "dress" for physical education and do not like to have to dress twice.

This district does not have any physical education waivers. The only exemption from physical education allowed is if a student needs all academic classes as a senior in order to graduate. At the high school level, physical education teachers take their jobs seriously, "We're a class just like any other."

It is often difficult to get high school students to turn in paperwork for free and reduced lunch. With their new computer program, a student enters a code so others have no idea if it is to take money from an account or whether it is a free or reduced lunch.

District buildings are open to the community on a regular basis and were before the wellness policy. If they are not associated with the school, they must complete forms, show proof of insurance, and be willing to pay for a custodian after hours.

The faculty has access to a soda machine, but their vending options also include water and diet soda. The superintendent discourages teachers from having cans of soda in the classroom, unless their drink is poured into another container.

This district feels it may be more affected if the state comes down harder on nutrition guidelines. They believe many districts will struggle if they have to calculate nutritional content for foods made from scratch in the cafeteria.

Overall comment: While this superintendent sees schools as a good way to reach students, schools cannot be responsible for everything.