



Lexington Public Schools

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To: Dr. Paul Ash
From: Cathryn Cremens-Basbas
Date: June 7, 2007
Re: Wellness Advisory Board:
Suzanne Cherenon, Kate Cremens-Basbas, Mary Ellen Dunn, Jill Gasperini, Susan Moser,
Kathy Sherburne, Liz Weiss, Nancy Wiseman, Norma Wyse, and Lorelle Yee.

Spring 2007 Wellness Advisory Board Wellness Policy Review

Description of Implementation

The Lexington Wellness Policy was approved by the School Committee on June 20, 2006. The policy and guidelines were developed under the direction of Jane Franks, past Coordinator of Nursing. Members of the committee included Georgia Harris, Cathleen Higgins, Susan Moser, Anthony Porter, Liz Weiss, Jennifer Wolfrum, Norma Wyse, and Lorelle Yee. Aspects of the policy were developed out of the work of the Lexington Healthy Lunch Task Force whose Steering Committee included Suzanne Cherenon, Georgia Harris, Leora Tec, Liz Weiss, Norma Wyse, and Joan Zahka.

The Wellness Policy was reviewed by faculty and staff at building staff training meetings at the start of the 2006-2007 school year. The Physical Education and Wellness, Food Services, and Health Services staffs were made aware of the policy at opening of school meetings. The Wellness Policy and Guidelines are posted on the Lexington Public Schools web site.

The Wellness Advisory Board was established in October and met monthly. The members include Suzanne Cherenon, Kate Cremens-Basbas, Mary Ellen Dunn, Jill Gasperini, JoAnn McMahon, Susan Moser, Kathy Sherburne, Liz Weiss, Nancy Wiseman, Norma Wyse, and Lorelle Yee.

Curriculum on nutrition was taught to all students in grades K-5, 7, 9 and 11. The Lexington Youth Risk Behavior Survey and Health Related Fitness assessments were administered in the Spring of 2007.

The new Food Service Director, Nancy Wiseman, began in November and continued efforts to increase the implementation of the Wellness Policy throughout the Lexington Public Schools.

Staff Assigned Nutrition and Wellness Responsibilities

Physical Education and Wellness teachers

- 1 Elementary School Physical Education and Wellness teacher at each school.
- (.25 FTE) K-5 Wellness educator (Bridge, Bowman, Estabrook, Fiske, Hastings, Harrington).
- 4 Physical Education and Wellness teachers at each Middle School.
- 9.5 High School Physical Education and Wellness teachers.
- 1 Director of Physical Education and Wellness.

Food Service Staff

- *Chartwells* Food Service Director.
- Assistant Director of Food Services.
- 1 Lead Supervisor of Food Services in each school.
- Food services associates.

Health Services Staff

- Interim Director
- full time professional school nurses at each elementary school.
- full time professional school nurses at each middle school.
- full time professional school nurses at the High School.

Statistics on Health and Wellness Status of Students

- Several large-scale measures were implemented this year.
- The Youth Risk Behavior Survey for grades 9-12.
- Body Mass Index (BMI) calculation for grades K-8.
- Survey of Health Curriculum Frameworks being taught in grades K-5.
- Records of students with special health care issues.

Results will be shared when data is tabulated and analyzed.

Success and challenges implementing the Wellness policy provisions

Successes:

- Developmentally appropriate lessons on nutrition were taught in grades K-8 and grades 9-11.
- Fundraising and food sales during the school day have been decreased.
- Three of six elementary schools now schedule recess before lunch when possible.
- Two elementary schools use traffic lights to control noise in the lunchroom.
- Some schools have implemented changes for after school fundraising consistent with the wellness policy guidelines.
- Cafeteria lunches were improved by focusing on food presentation improvements.

Challenges:

- New administrators with responsibilities related to the Wellness Policy came on board at different times over the course of the first semester.
- Timeline and plan for implementation of the Wellness Policy needed principal's input.
- Need for a clear message on implementation of the policy from the Central Office.

- Policy must be presented to the faculty and families in a concise and consistent way.
- Middle and elementary schools do not have time to provide 20 minutes to eat after sitting down.
- Inconsistent application of recess cancellation due to weather or other reasons.
- Need principal representation on the Wellness Advisory Board to assure consistent implementation and support to schools.
- Implementation of a policy with such broad scope requires phasing in. The result was that it achieved various levels of implementation at various sites.

Goals and Specific Actions for Improving Nutrition and Wellness

1. Increase awareness of Wellness Policy among faculty, students, families, and community and meet with principals.

- Develop clear and concise handouts with highlights of the policy for faculty, staff, students, and families.
- Provide printed information on food free fundraising tips, healthy snack choices, and food free celebrations and class parties.
- Meet with faculty to review policy and provide supplemental information.
- Apply for grant funds or consider LEF school community grants for “Foodplay” performances at K-8 schools to kick off the 07-08 year.
- Send letters to community groups regarding the policy with supplemental information (recreation, schools, youth sports and programs, etc.).

2. Increase awareness of Wellness Policy among fundraising groups.

- Meet with PTSA presidents to discuss policy information.
- Attend school based PTSA meetings to highlight the Wellness Policy.
- Provide printed information on healthy fundraising.
- Provide monthly announcements about components of the Wellness Policy for newsletters at all schools.

3. Use data to demonstrate effectiveness and measure progress on the Wellness Policy implementation.

- Compare Body Mass Index (BMI) data over time.
- Provide annual health related fitness assessment results to students and families consistently.
- Develop satisfaction surveys, and collect and analyze data from students, parents, and faculty on wellness issues.
- Provide research to faculty and families that supports the goals of the Wellness Policy.

4. Improve implementation of the Wellness Policy to promote health and wellness for students and staff.

- Assess concerns of families, faculty, administrators and students on components of the Wellness Policy.
- Provide resources to support implementation.
- Work with principals to address issues of timing for lunch, snacks and recess at K-8 levels.
- Work with teachers and administrators to support the implementation of the Wellness Policy.
- Investigate the data from the “Jump Up and Go” initiatives at the middle schools and explore implementation of the Planet Health program for all students.

Achievement of Goals and Actions

The menu planning used in the schools is the Traditional Food Based Planning. While the menu is reviewed regularly at two levels to ensure nutritional accuracy, we do not have actual nutrient accuracy by meal. We have a great deal of nutrition information for customer information and *Chartwells* will continue to work toward making that information available to the general public.

In the elementary schools, *Chartwells* introduced a cutting instrument called a mandolin for use in attractively cutting and presenting vegetables and fruits. It has dramatically improved the appearance and increased the number of servings of vegetables and fruit that are served. Additionally no margarine or butter is served at the elementary schools.

The middle schools offer several canned fruit choices, 2-3 whole fruit choices, raisins, garden salad, pasta, rice or potato salad, cold vegetables, sliced cheese, hot vegetables daily. Students are encouraged to enjoy as many of these items as they like with the purchase of any lunch. No margarine or butter is served at the middle schools.

The high school students are offered a full salad and fruit bar daily. Many entrée choices are offered at the high school.

No ala carte food or beverage is sold that does not meet at least the minimum guidelines of food containing no more than 30% of the calories from fat. Shortening and deep fat frying have been eliminated from cooking at all schools. *Chartwells* makes every effort to cook with the least amount of sodium and fat. Fruit-based drinks are all 100% fruit juice. There are no additional caloric sweeteners. All pizza served is made with whole wheat dough. Most sandwiches are made on wheat bread. Pasta is white, but it is free to the schools through the commodity program. The commodity program has introduced brown rice this year to add to the menu and our Wellness initiatives. The vending machines at the high school are filled in compliance with the Wellness Policy. There is a breakfast program in place, though participation is low.

Kitchens in each school are regularly inspected by the Board of Health to assure food safety. *Chartwells* does audits for safety and sanitation quarterly, as well. The *Chartwells* Regional Dietitian does periodic nutritional audits on the menu, and Lexington will participate in a Department of Education Nutrition audit this school year as well.

- Nutrition curriculum was implemented at all levels through health education.
- Wellness Policy and guidelines were put onto the Lexington Public Schools webpage.
- Removed all soda and sports drinks from vending machines and replaced with water and vitamin water.
- Mid-year review of Wellness Policy and guidelines with principals.
- Distribution of recess logs and outline of implementation responsibilities.
- Distribution of healthy fundraising ideas to all principals.
- Provided a newsletter reminder for outdoor recess.
- Began a list of indoor activities for use as alternatives to outdoor recess.
- Some newsletters had articles on the Wellness Policy.
- Article on “The Importance of Play” was distributed.

Recommended Revisions to the Wellness Policy Guidelines

- Improve consistent decision making around recess.
Recommend: Remove the range for temperature to make the temperature 18 degree with wind chill, correct the web site address to www.wunderground.com (Hanscom Air Force Base,) and remove the daily recess log.
- Determine hours that Wellness Policy is in effect in the Lexington Public Schools.
Recommend: Wellness Policy is in effect during school day.
- Improve input on Wellness Policy for school staff.
Recommend: Principal representation on Wellness Advisory Board.
- Improve and support consistency of recess guidelines and implementation.
Recommend: Add the work of the Hastings community on guidelines for recess (attached).
- Assure Allergy Policy and Wellness Policy are consistent with regard to nurse/principal oversight.
Recommend: Nurse and principal share oversight for implementation.
- Assure knowledge and support of Wellness Policy in schools.
Recommend: Physical Education teachers or nurses introduce the policy annually at faculty meetings.
- **Assure respectful and caring transmission of Body Mass Index (BMI) data to families.**
Recommend: BMI data to be mailed to parents of students.

Tasks for the Wellness Advisory Board 2007-2008

- Affirm the importance of recess by informing the school community of the research.
- Develop a list of alternative consequences to loss of recess that provide for discretion of staff to meet individual needs.
- Investigate and plan for the possibility of recess or breaks out of doors for students at the middle schools.
- Include allowances for “clubs” such as knitting, chess, or dance as voluntary alternatives for recess.
- Support the move toward including school events and fundraisers sponsored by school groups by first collecting data on the frequency of food fundraising.

Guidelines for Recess

(Developed at Hastings 2006-2007)

Recess Procedures

- Duty teachers must arrive to their duty on time.
- Classroom teachers should meet their class at the end of each recess. Help settle your class down before coming inside.
- Check with aides about any conflicts at recess.
- Baskets of playground equipment should be brought from the classroom.

- Students may also bring approved balls from home outside. No toys from home are allowed.

Recess – Guidelines for when it may be taken away as a natural or logical consequence.

(Recess is a valued activity for students. Because of its importance, the loss of recess as a consequence will be limited in its use and scope to only those situations for which it is a logical consequence.)

Guidelines for when the loss of recess should be used as a consequence for students

- 1. Examples of situations for which the loss of recess is a logical consequence include:**
 - A child is making poor choices during recess such as being physically, or emotionally hurtful to others.
 - A teacher needs time to conference with a child about his or her class work, homework, or behavior.
 - A child is refusing to work in class, and requires additional time to complete the work.
 - A child is being physically unsafe with other children.
 - A child refuses to listen to recess staff.
- 2. Practices for when recess is lost could include:**
 - If a student does lose recess, the teacher will process with them why their behavior resulted in loss of recess.
 - If a student starts to lose recess on a regular basis, other interventions will be explored.
- 3. Other logical consequence options to consider instead of loss of recess could include;**
 - Taking choice time away instead of recess.
 - Having the student take a break.
 - Shadowing an adult at recess.
 - Using a partner classroom as a take a break space.
 - Using an apology of action.
 - Letter or drawing to child/adult.
 - Letter or drawing to parent explaining situation.
 - Helping another child.
 - Other forms of apology brainstormed by students.