

# 7<sup>th</sup> Annual Maine Harvard Prevention Research Center Workshop—November 27<sup>th</sup>, 2007

## What's New? Putting recent obesity research to work in Maine!

Recap of Table Discussion Questions  
Presentation by Janet Whatley Blum, Ph.D.

“Impact of Maine’s Statewide Rule on High School Nutrition Environments & Students’ Dietary Behaviors”

Question 1—From your perspective, how can this research enhance or support your work?

School Wellness Policies and School Environment	Enforcement and Implementation of Chapter 51	Actions in Communities and Other Settings	Education of Students and Parents
<ul style="list-style-type: none"> <li>We are doing environmental changes so it's helpful to have state of Maine data to support our work especially as we talk to schools and PTOs and Legislature.</li> <li>Use data to help staff/community to understand scope of the situation and the need for change and the need for staff and community to support change.</li> <li>Provide info for work with school wellness committees and food service directors. Confirms need to create environments (within schools and outside schools) that support policies adopted!.</li> <li>Promote physical activity options instead of food – with school boards, school health leadership, councils in LSA.</li> <li>Candy availability. Sports drinks – look to decrease along with other sweetened beverages.</li> <li>Needs further studies on what students are bringing into the schools and if there is an open campus during lunch. Needs research on the financial impact.</li> <li>Shows need for more training/awareness building in schools and communities around availability for healthier choices in schools.</li> <li>I run a K-12 school food program. I have already (years ago) taken soda and candy, some chips and granola bars out of the machines. We do have Power Aid and Dasani (water by Coke) water. Our score boards were from the Coke Company. They took away the Coke back board and gave us a Dasani water back board. We also don't allow</li> </ul>	<ul style="list-style-type: none"> <li>Need to eliminate the possibility that schools have to opt out on Chapter 51.</li> <li>Meeting minimal standards does not insure a healthy change. Substituting soda for a sugar sweetened/high fat content coffee drink, or sports drink, is not really a healthy choice.</li> <li>Adults in community, teachers, staff need to set a better example (sugar in teacher room, candy available on their desk)?? No sugar drinks including juice drinks and sports drinks. Offer healthy foods that taste good. Taking away foods with minimal nutritional value but not adding or supplementing with healthy, yummy options.</li> <li>Encourage</li> <li>Increase awareness role modeling/cohort “pressures” re: food choices</li> <li>HMPs or PTAs and school health coordinators to do enforcement sweep of</li> </ul>	<ul style="list-style-type: none"> <li>A better understanding of the community's need for public awareness info on sugar/caffeine products and how they affect the body as well as label reading.</li> <li>Consider hospital/clinic practices relative to vending machine stock (soda, candy, junk food) and availability to families, patients, and staff. Question the message sent by “health care” focused facilities. Visual cues/supports for healthy behaviors/eating in health care facilities outside of cafeterias, kitchens, etc.</li> <li>Encourage local legislators to tighten definition of FMNV – Maine DOE is looking to institute/OM recommendation.</li> <li>Beneficial to advocacy work with the State Legislature as we go</li> </ul>	<ul style="list-style-type: none"> <li>Noting the after school spike in consumption, have healthy snacks available late in the day/end of day to reduce unhealthy dash at home “afternoon tea.” Fruit/apple as you leave – on the bus? Build lifelong habit of a healthy mid-PM snack.</li> <li>Empower youth to make changes. Educate students about changes being made in school to promote healthy eating.</li> <li>Gives good indication that efforts need to be focused on community and homes.</li> <li>Will help reinforce to parents that what we try to achieve at Head Start (development of healthy eating habits) is beginning to be followed at public schools.</li> <li>I think our school is</li> </ul>

<p>students in with open containers. Yes, they sneak them in, but most of the adults care enough to make the energy/soda, coffee drinks go away. If you work with your class advisors they will work with you and figure out which things you really “Don’t Want” the kids to sell at sports events.</p> <ul style="list-style-type: none"> <li>• Changes in school environments can help change and improve nutritional choices at home and community.</li> <li>• Need to educate about substitutes (Power Aid) and limit sale of that as well.</li> <li>• Go into area schools and just see what is going on, and talk about it. Show you care with school boards. Share the findings.</li> <li>• The research shows the advancements we have made as a state. Shows where we were, where we are, where we could go. Useful for brainstorming as it shows what works, what doesn’t, and what else needs to change.</li> <li>• Make clear that we need to be multi-faceted and comprehensive in addressing obesity. Chapter 51 is a very small part of what we need to be doing. Need to convince teachers the importance of role-modeling.</li> <li>• IOM standards for school nutrition need to be implemented. Have to improve both school and community environment.</li> <li>• Incorporate findings in reassessing policy and making changes.</li> <li>• The research supports the work we do as HMP to recognize we can continue to monitor, support, and encourage nutritionally adequate policy and environments in our schools and worksites.</li> <li>• We (the school) can How do we measure the success of the changes (we have made) and how they are affecting long-term behaviors of students and rates of obesity?</li> <li>• Definition of FMNV – evidence that nutritious options do not lower profits and may enhance them. Look for hard data to support this question of profitability. Track changes in revenue from recent increase in healthy options. Push for further changes.</li> <li>• It shows us that more work needs to be done to</li> </ul>	<p>schools.</p> <ul style="list-style-type: none"> <li>• Hold meeting with administrators and Gail Lombardi to clarify rules.</li> <li>• I jotted down notes and will follow-up to check our pre vs. post Chapter 51 inventory of products in vending machines to assess impact and change. Others should do the same since this diffuses any subjectivity. I will reference this research as the impetus for the work.</li> <li>• This research provides evidence that schools need more support from administrators, teachers, and the general public to make this (Chapter 51) work.</li> <li>• This data will help when I go to our local high school and check the teachers’ lounge, vending machine, look for advertising signs on football field.</li> <li>• Use data to talk about exceptions to rule. What do these exceptions say to the kids? What do they see? Adults making exceptions.</li> <li>• I need to try to communicate more clearly to school staff the importance of leading by example. Teachers’ rooms need to follow the same rules.</li> <li>• Redefine the FMNV. Look at exception.</li> <li>• It has just made more problems. I am self-supporting.</li> <li>• Pass on this information to</li> </ul>	<p>forward in advocating for additional state laws to mitigate the obesity crisis.</p> <ul style="list-style-type: none"> <li>• I work in worksite wellness programs. This research will be helpful in raising awareness of what a “supportive” environment is and how the environment impacts food and beverage choice.</li> <li>• Set an example for our clients/groups to make better choices not only at school, but at home. Go into our specific areas and see what schools are doing. Are they meeting regulations?</li> <li>• This research tells me two things at least. It is worth continuing to enforce and, ideally, expand the implementation of Chapter 51 at schools. It is clear that a stronger effort needs to be made in community settings. Given the behavior of kids, where they buy FMNV food – just working the schools is NOT enough</li> <li>• Ask local store owners to run “after school specials” featuring healthy choices, too.</li> <li>• Shows some improvement in student choices. Bigger issue than just schools.</li> </ul>	<p>doing a good job not providing FMNV, but we need to do more to educate kids and families about consuming these foods outside of schools. We can’t really control what they bring from home.</p> <ul style="list-style-type: none"> <li>• Help to reinforce that candy and soda are not healthy choices. Selling them in schools sends mixed messages. I teach nutrition in grammar schools and often children will say “they sell those at the lunchroom,” meaning chips and donuts.</li> <li>• As a health teacher, this research will help me create a much more supportive school environment for students in my classroom and throughout the school. I plan to hold the school and other teachers accountable for soda or candy in the classrooms and the school. If we are going to preach health and healthy behaviors, our teachers should be leading by example.</li> <li>• I will be using this data in newsletters that I provide to my program’s site coordinators to help</li> </ul>
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<p>make the school a conducive environment. I would like to see fewer exceptions to Chapter 51 and see a change – more stringent to 5% rule.</p> <ul style="list-style-type: none"> <li>• The research validates work being done in MSAD 68. It clarifies our mission re: healthy lifestyle for students, staff, and community. The research motivates me to talk with school officials at Foxcroft Academy re: issues of healthy lifestyle.</li> <li>• Every department from local to state to federal needs to speak the same language. Suggestion/recommendation supported. Supportive programs – 5210 – Move and Improve.</li> <li>• Help promote not buying the unhealthy products even at events.</li> <li>• This research will help with the local wellness policies in our school district. The school health leadership team is in the process of reviewing and making recommendations for revisions/amendments to these policies. (District = school union with six schools and six different policies.)</li> <li>• Compare the low nutrition foods with other choices. Open discussion for foods that are available and reason choices are made.</li> <li>• Can be used as leverage with policymakers.</li> <li>• Provides input for work with food service directors. Indicates need to work more with PTOs and boosters. Milk machine!</li> <li>• If, in general, there is not a decrease in revenue when sugar sweetened beverages are removed from vending machines, then that is a powerful argument for FSD who have their bottom line in mind. It's quite evident that the school and community environments don't support healthy eating. This can help focus our work in schools. It's hypocritical to have a food pyramid next to a Pepsi ad.</li> <li>• Data can be used to engage other schools and school districts to decrease FMNV. Data can increase awareness with parent and student groups of over abundance of FMNV.</li> <li>• Technical Assistance to schools in HMPs. Addition of milk machine. Work with school health coordinator to promote soda removal and find other</li> </ul>	<p>the FSDs and deputy facility superintendents to initiate change.</p> <ul style="list-style-type: none"> <li>• The laws surrounding Chapter 51 are not communicated with school staff/personnel. The confusion lies with the 5% rule – candy versus high fat contents of food offered to children in school lunch programs, or the “fast food palate” of foods served to students. No one seems to be in charge (at school sites) regarding Chapter 51.</li> <li>• This information I will be able to share with my staff who go into schools to do nutrition programming. I will also be more observant when I go into the schools including those that my children attend.</li> <li>• The use of GIS technologies will be a tremendous benefit to any data collection in the future; more examples where this is being used could really help many groups show/represent data. This school data for the state shows us how Chapter 51 has worked, however, the process of Chapter 51 and the schools should be evaluated annually due to the way the marketing of these groups changes and they will find a way to sell these products in the future.</li> <li>• Having solid background information makes it much easier to ask more</li> </ul>	<ul style="list-style-type: none"> <li>• Tell clients that they can't necessarily rely on school/school events to do all the work of promoting healthy eating.</li> <li>• The power and ubiquity of advertising seems to be constantly debated but widely accepted to have adverse impact on obesity. Could there be research to validate (or not) that there is a negative impact on the health of children (physical and psychological) caused by the persuasive advertising – especially that aimed at children.</li> <li>• In my work with obese children and their families (medical nutrition therapy), can discuss impact of decrease consumption of soda/candy when not available in the school environment.</li> <li>• Take this info back to Changing the Scene Committee's next meeting December 13. Inform MDA – any support/action interest? MCPH.</li> <li>• By setting the example for other organizations to provide environments that support healthy choices (universities, worksites, healthcare), everyone needs to take responsibility in this area.</li> </ul>	<p>spread the “word” and results/initiative. Information is power and the more we can spread to others, the more standardized it may become. As my organization is interested in implementing an obesity initiative, this data will help drive our focus.</p> <ul style="list-style-type: none"> <li>• Since most soda is consumed outside of school, and it is ultimately that environment outside of school will change, it's critical that we help students to become self-regulated, knowledgeable consumers.</li> <li>• This research supports the nutrition education in schools by providing good information on what students are consuming and with this information educators can tailor nutrition messages to address the behaviors of their students.</li> <li>• This perspective supports my nutrition lessons of promoting eating healthy snacks and as I tell my students “water is the drink of choice.”</li> <li>• This information will be used to enhance the</li> </ul>
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<p>incentives. Work with evaluation folks to evaluate fruit in ala carte programs. Host favorite recipe of month contest among students to sell at ala carte.</p> <ul style="list-style-type: none"> <li>• This knowledge can be shared with schools we're working with. Milk machines. Telling about Chapter 51, etc. Need to think about regulating, enforcing when rules and policies exist. Can look to see if schools complain.</li> <li>• Confirms that wellness policy nutrition goals and guidelines must be more specific and higher in nutrition standards. Continue communicating with schools.</li> <li>• Considering the possible "shift" to "new" sugar-sweetened beverages, etc. is an important issue to consider and will influence research methodology and survey design.</li> <li>• If this research could be used to further strengthen the Chapter 51 legislation so that other types of sugar sweetened beverages (sports/energy drinks, flavored waters), it would be a support to those working to decrease rates of youth obesity.</li> <li>• Help vs. address issues regarding food sold, advertising outside of school, and nutrition programs (i.e. booster clubs). Help us do more of our own assessment and evaluation work locally (environmental scan with YAP group).</li> <li>• Research indicates that not much has changed since Chapter 51. If the rule is followed it would help to prevent the availability of FMNV in the school and help to reduce the child's caloric intake per day. From my perspective, if the child's physical activity was increased per day, we could further prevent youth obesity and health issues.</li> <li>• Laws that include exceptions have too much leeway thereby diminishing the effectiveness of the policy. Eliminate options. Eliminate vending machines. Raise/change federal requirements.</li> <li>• I chair our school district wellness committee and I serve on my school board. This research will improve my confidence and leadership of our committee to continue to confront non-healthy food sales and distribution at school (fund-raisers) and in classroom (free candy, cupcakes). Data helps us</li> </ul>	<p>powerful/probing in-depth questions.</p> <ul style="list-style-type: none"> <li>• Getting clarification on what is allowed and what is not under Chapter 51 will help me work with schools around improving the school environment in terms of nutrition. The research also suggests the need for removing other sugar sweetened beverages, such as flavored water and carbonated fruit juice.</li> <li>• Locally monitor your regional school. Question exception technical high school. Better distinction between "sports drinks."</li> <li>• Now know the law. Revenue balance data is useful. GIS info should also include distance to healthy alternatives.</li> <li>• The information will be useful when explaining Chapter 51 to the public (parents) and starting a discussion about its effectiveness or lack thereof. The research is also important in that it highlights the complexity of chapter 51 and the need to eliminate the jargon and clearly, simply give people specific guidelines.</li> <li>• Informs us better about the issue; suggests that local level investigation might reveal the need for action. Points out the complexity of the issue. Clarifies enforcement role of DOE.</li> <li>• It shows that eliminating the</li> </ul>	<ul style="list-style-type: none"> <li>• We can use strategies from the schools to aid in making these changes at a workplace. Use the same guidelines at a minimum – maybe make a bit more robust. We, families/employees, should be role models.</li> </ul>	<p>information I relay to students in my classroom in many units: nutrition; personal health and wellness; mental and emotional health; use of drugs, tobacco, and alcohol; injury and disease prevention, etc.</p> <ul style="list-style-type: none"> <li>• This research supports the fact that more education needs to be done with both kids and educators about nutrition and obesity prevention. Sugared sports drinks are really no better than soda and can be worse from a dental perspective. Don't follow the minimal requirement, do the right thing for the kids.</li> <li>• What's <u>available</u> can change buying patterns. Messages go "unspoken" but have an impact (candy dishes/baskets). People adapt. The impact of this work is lessened by unsupportive work/home environments. Be alert to products that mimic something "healthy."</li> <li>• I found this to be useful background information which in a distilled form should be available to all health care providers and parents. My hope</li> </ul>
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<p>speak with greater strength.</p> <ul style="list-style-type: none"> <li>• Use the data received today to facilitate a discussion with wellness team, school leadership team, and A-team. It does support our efforts, but shows us the weak areas we can focus on.</li> </ul>	<p>soda has helped decrease the amount of soda consumed at school, which supports that action. The data helps to show that more work needs to be done – stricter controls.</p> <ul style="list-style-type: none"> <li>• At my high school SBHC I will continue to reinforce healthy eating, healthy food choices to students I see. I will pay more attention to what is being sold at our school; though, already, there is no soda, chips, or candy. Yay!</li> </ul>		<p>is, as I learn more, to be able to help get the word out. Thank you.</p>
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Question 2—What specific actions do you plan to take? At the local level? At the state level?

Local - School	State	Local - other
<ul style="list-style-type: none"> <li>Local – Share data with my organization to help drive our initiatives within the community surrounding obesity.</li> <li>We will perform an annual review of policies and practices relative to healthy lifestyles...and efforts to promote 5210.</li> <li>We need to work harder to spread “the word” throughout the communities served by MSAD 68. Some of this is being accomplished through the local public health programs.</li> <li>Educate families.</li> <li>Look more closely at foods served by food service programs.</li> <li>Remove the “I don’t turn on the stove” mentality by serving home cooked foods. This matter is a frustrating issue in schools. No overview, no supervision – all based on computer programs that allow “drive by food” to be served.</li> <li>Educate families I work with.</li> <li>Local – Provide support for schools to move forward in providing healthier options. Specifically refer school personnel to DOE (Gail Lombardi) and others who can help them better understand regs.</li> <li>I will take this information back to administrator, teachers, students, parents, and community to ask for their support to make revisions to the local wellness policies as well as change the school environment to help promote a healthy school environment. I will also take pictures at the local level when making a presentation to gain support. I will contact Maine DOE Nutrition Service for their support as well.</li> <li>Assess enforcement of Chapter 51 in our LSA. Determine if any schools would consider not allowing exceptions.</li> <li>Continue to provide education information at teacher conferences as requested.</li> <li>Look at the schools in my area to see if they comply with Chapter 51. Contact local school boards.</li> <li>Continue to look at improvements in policy support in schools and worksites. Ask and insist on tighter legislation control on MVF in school and school programs. Enforcement.</li> <li>Discuss with PTA, sports boosters, clubs, etc. to remind them of Chapter 51 rule and encourage them to continue to reinforce/offer healthy alternatives.</li> <li>Try to get more nutritional information to parents, especially regarding sports drinks.</li> <li>Ad part of school health council. Bring data on community food venues and relationship to student consumption and present information to</li> </ul>	<ul style="list-style-type: none"> <li>State – Provide support of bills passed related to food/nutrition and physical activity in the community.</li> <li>Write article for Maine-ly Nutrition newsletter. Possibly present some of this data at Maine-ly Nutrition teacher trainings.</li> <li>Take away the exceptions! Too much room for interpretation. Conduct inspections.</li> <li>State – Could we consider tax on FMNV?</li> <li>State – As MDA President-Elect, ask if support/interest aligns with strategic plan which is in process now. Potential “Grassroots” conference given by MDA, for MDA and other health professionals.</li> <li>State – Follow up with Gail Lombardi on how Chapter 51 is enforced and if there are penalties for violations; if not, schools don’t have incentive to comply.</li> <li>I would like to ban soda in the school – including brought from home. I would like to see some real “guts” put into legislation – I feel 51 is just a skeleton. Get rid of the 5% rule. Make it tougher!!</li> <li>Work with DOE and MCPH on implementing IOM Nutrition guidelines in schools.</li> <li>State – Publicize (gather data) RIT financial advantages with change to increase nutritional value of vending projects. State – Provide guidance to local FSD of available products of increased nutritional value readily accepted by students.</li> </ul>	<ul style="list-style-type: none"> <li>Branch research out to community. Proximity of availability of stores/restaurants that sell FMNV and how we advertise as a community. Corporate sponsorship for healthy choices.</li> <li>I work in a hospital. I will check out the vending machine options in our emergency department to be certain we have healthier options.</li> <li>Organizing youth and wellness programs through the hospital to educate children on health, nutrition, and exercise.</li> <li>Present this data to the physicians that are in my office and ask them to discuss it with their patients and families.</li> <li>Go to community; i.e. town council to support elimination of advertisement of FMNV. Raising awareness through education.</li> <li>Raising community awareness re: obesity. Local – Business awareness aware of obesity epidemic.</li> <li>Planning obesity/nutrition treatment program to be implemented in Spring '08 (grant funded from New Balance Foundation).</li> <li>Local – Continue to let people in our community know about the research. Share data.</li> </ul>

<p>towns.</p> <ul style="list-style-type: none"> <li>Local – Plan to get rid of the candy (not sold, but available in superintendent office and in guidance); and push for less exception of Chapter 51 in our school. State – Like to see stricter policies passed than the 5% rule.</li> <li>Stop the sale of <u>all</u> sweet type drinks at schools (including teachers' lounge). Stop the sale of <u>all</u> candy at schools. Make foods meet more than one of the FMNV %.</li> <li>Share this information with colleagues. Environment matters.</li> <li>I am on a school district wellness committee and I plan to look more into removing most sweetened beverages and working more on food venues that are open to the public to remove candy and other junk food. We clearly need to get school principals and other policy makers at the local level on board.</li> <li>Discuss with SBHC in our CCHC to get sense of local implications. Evaluate need to do local assessment with local schools? Could build relationships with schools. Could complicate relationship with schools? Parent group role? Find out more about DOE enforcement.</li> <li>Local – Changing the Scene in SAD 61 – report and determine if it fits with goals. Local – Investigate to what degree is Chapter 51 being followed.</li> <li>Get more involved with local schools' school lunch program and see what our children are exposed to during school. Also meet with teachers that are sponsoring classroom sales of candy to raise money for class resources.</li> <li>Per Gail Lombardi's comments – investigate my local schools to see if they are selling candy and soda in their school (maybe in a school store)</li> <li>Local – Review content of vending machines at high school and have non-compliant items removed. Follow-up with high school food service director re: chip sales (this year he removed regular chips and replaced with Baked Lays and Sun Chips).</li> <li>I will continue to talk about the 5210 which is what I talk to students about during their physical. At my child's elementary school, I will talk with sports boosters about their events – last night's fall sports night was desserts, soda, and juice. No healthy choices at all.</li> <li>As a parent, I will be proactive in the school and community to help prevent the availability of FMNV in their schools. The bottom line – educate and develop healthy habits at home.</li> <li>Reduce discrepancy between what's available to teachers vs. students.</li> <li>I chair our school district wellness committee and I serve on my school board. Continue our vigilance armed with data – prohibiting unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>State – We can use this info to show legislators/policy makers the changes that have been made and still need to be made to change the trends of youth obesity.</li> <li>State – We can use this info to show legislators/policy makers the changes that have been made and still need to be made to change the trends of youth obesity.</li> <li>Consider proposing local taxes on sugary foods with proceeds supporting nutrition education and activity programs.</li> <li>Will DOE send out a letter about interpretation of 5% (no candy)?</li> <li>State – Support legislation to strengthen FMNV. Wellness committee to monitor school compliance. Punch card for milk</li> <li>Can you pass a law or something that will close down "open campus" at high school level that allows kids to leave school for lunch? (1) It is a liability. (2) If forced to eat at school, they may make healthier choices.</li> <li>On a state level, I would like to see more stringent requirements regarding the definitions used for evaluation of foods. Five percent seems very low, especially if you are not requiring other parameters, such as, 5% and no additional sugar, or 5% and below specific fat content.</li> <li>Eliminate option (waiver) for Chapter 51. Eliminate sugar-laden beverage totally from sale in vending machines; e.g. power drinks, water with additives. Raise the price of sugar-laden beverages. Make federal definition of FMNV more rigorous – not so weak.</li> </ul>	<p>Translate these guidelines/policies at the worksite – particularly healthcare organizations</p> <ul style="list-style-type: none"> <li>From a workplace perspective – introduce the guidelines to our organizations. Ask them to sign a pledge to comply.</li> <li>Take action within my organization. Develop programs to help employees and their family members live a more healthy lifestyle.</li> <li>More environmental messages to counter-market nutritious foods re: artwork/poster contests, etc.</li> <li>I work in a hospital and have begun to assess the food/beverage choices available to the patients, visitors, and employees. Improving healthy choices through vending machines is one of my goals. I plan, and have started, to increase water vs. soda/high sugar waters available, as well as increase healthier snack choices.</li> </ul>
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<p>food sales for fundraising and reaching out to community for support of healthy eating – planning a district-wide 5210 day – would like to pull in community members and get some publicity too.</p> <ul style="list-style-type: none"> <li>• Find out who is responsible for the vending machines in the high school and middle school. Talk with school store advisor; check out their inventory. Ask them to track sales. Look for food advertisements and displays that are not allowed in schools. Purchase posters promoting healthier food choices to put in all areas of the high school and middle school. What is happening in fundraising.</li> <li>• Work with HMP to help institute policy and environmental changes at school and community level. Discuss with DOE enforcement options relating to existing rules and rules that will be implemented.</li> <li>• Check the schools I work in for candy on sale. Let them know it is not allowed and call Gail.</li> <li>• Will check schools with Head Start partnerships for sales or availability of FMNV.</li> <li>• Include the results in health newsletter. Health messages and individual coaching. Lobby for healthy vending throughout the school. Publicize the results to the public.</li> <li>• Local – Inspire awareness to give knowledge to community. Word of mouth. Better choices.</li> <li>• Local – Involving support of teachers, administrators, not just FSDKids are a captive audience – continue measures needed to emphasize good nutrition – communications must be emphasized to families so that they too accommodate the home environment.</li> <li>• Work with school health wellness team to notify them of the need to remove all FMNV advertising from schools...as well as to blow the whistle (if necessary) if any FMNV are still being made available to students.</li> <li>• When the research we complete is done – we will be able to present to the school board. To make sure advertising and foods being sold are meeting nutritional values.</li> <li>• I plan to help the schools that I work in make the necessary changes at the local level. I plan to also encourage the students to support and advocate the changes.</li> <li>• Share this data with local schools and invite them to adopt more stringent policies. Educate kids that sports drinks are almost as bad as soda! Encourage parents to adopt a version of the FMNV rule at home. State – Related BMI measurements, PE increased. Mini grants – youth switch.</li> <li>• We are planning to administer a mini grant (available to youth-adult collaborative groups) and one of the objectives in the RFA is to come up with a plan to go to schools and find out if they still have any</li> </ul>		
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<p>billboards with FMNV (and we will give them the resources to replace, etc.).</p> <ul style="list-style-type: none"> <li>• I am going to visit my children's primary and elementary schools and encourage incentive programs for tables of kids who eat their veggies and make good food choices. You can't wait until high school to encourage healthy eating. What ever happened to daily PE?</li> <li>• Use data to inform Let's Go! Aroostook Committee.</li> <li>• Standing school snack education packet. Develop handout/policy to enforce 24/7 rule for events (community) after school.</li> <li>• This doesn't apply for my worksite, but as a parent we can get the PTA involved.</li> <li>• Notice when I am in schools – soda or candy. Look for healthy posters to supply to schools. Offer healthy choices at events – promote idea to worksite. Contact legislators – Denise Whitley.</li> <li>• Teachers should not be allowed to consume snacks in front of students that are forbidden those items. NO exceptions. Contact state if "illegal" snacks/drinks are being sold.</li> <li>• More research. Rewrite Chapter 51 to remove exemptions over time, align with Institute of Medicine recommendations. Restrict students from bringing in soda, energy drinks.</li> <li>• Need advocates for strong financial support for school meal programs at state and local level so there is less dependence on ala carte and vending. Also, more support to train school nutrition program staff to prepare them for healthier food preparation and presentation.</li> <li>• I work on a community wellness council based at Maranacook High School. I will bring this information back to the council.</li> <li>• I plan to further analyze Chapter 51 to see if legislation is necessary to further tighten the rules during the next legislative session.</li> <li>• Review results of research with school district employees in my building to help them become more aware of foods of minimal nutritional value which hopefully may result in better choices they make for their own foods and for the choices they make for children.</li> <li>• I will be hyper vigilant when in my children's schools and any other school to observe foods/drinks available as well as posters/ads. Local – I may join my town's committee/task force that makes decisions for nutritional program. Report to DOE any breech in Chapter 51.</li> <li>• Work with wellness committee to make sure healthy options are available by implementing a plan of action.</li> <li>• DOE – Removal of vit/life water. Removal of energy drinks. To do this we need to have more evidence. Mandate school staff to be role models.</li> <li>• I find although the schools may be not selling soda or candy, the students' back packs are loaded with those foods/drinks. Suggestion –</li> </ul>		
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<p>Like “Tobacco Free Campus” maybe the schools need to promote “Junk Food Free Campus.”</p> <ul style="list-style-type: none"> <li>• Inventory current vending, school store products and assess what we have. Meet 5%. Check beverages with Gail Lombardi.</li> <li>• Support coordinated school health programs! Ongoing enhancement of school health curriculum.</li> <li>• Local – Increase posters promoting healthy food and beverage choices. Finalize policy for food available during classroom celebrations. Encourage sale of toasted cheese sandwiches at basketball and baseball/softball games based on success of football sales.</li> <li>• I will incorporate more information into each educational unit and provide students with background info to improve understanding. Put more nutrition posters up in my classroom on a more regular basis. Continue with my after school program “Food and Fitness” to help students see that choosing healthy foods to eat after school and playing instead of sitting is extremely important and fun. Provide more healthy snacks in my classroom to make tummies happy while they learn.</li> <li>• My first inclination is to do a “walk-through” in my own school community to see if the misinterpretation of the 5% rule (allowing candy) has occurred locally. I will inform my SAD wellness committee of the DOE guidelines of FMNV to let them know that the DOE may have a different interpretation.</li> <li>• Share info with local school health leadership team. Recommend pushing for informing more widely about law – will create more self-enforcement.</li> <li>• With HMP school health coordinators and partnership directors will: check especially re: advertising of FMNV; presence of soda and candy bars; check with Gail Lombardi re: candy info.</li> <li>• Present these findings to local wellness committees and school health councils. Get community leaders involved.</li> <li>• We need to work with DOE to make sure our community partners are aware of what is happening in the schools and use the community-state partnership to assure that FMNV are not in our schools.</li> <li>• Make sure schools know about “no candy.” Initiate review of compliance.</li> <li>• Talk about these findings with worksite wellness committee/groups. The research shows the importance of environmental change to support healthier behavior choices. It’s all about <u>local</u> changes.</li> <li>• Incorporate GIS for community assessment and use to examine and explain spatial relationships.</li> <li>• Need to strengthen rules and policies and think of ways to enforce.</li> </ul>		
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<p>More and better legislation.</p> <ul style="list-style-type: none"> <li>• Local – Add milk machines to high school. Sell fruit in school stores. Research prompts at sales.</li> <li>• Local – I plan to walk through the five schools in my community. Will bring information to superintendent about advertising and FMNV.</li> <li>• Investigate the candy availability in the five districts and one private school. Whistle blowing – DOE.</li> <li>• I would like to help schools and teachers better understand and reinforce Chapter 51, especially in regard to other sugar-sweetened drinks.</li> <li>• FMNV definition threshold of 5%. Why exception for culinary programs? Compliance with all of Chapter 51 integrated into work.</li> <li>• Local – Help schools implement 5210 Goes to School.</li> <li>• Supportive of school health coordinator's action plans. Continue collaboration with our local health center to educate regarding 5210 initiatives and coordinated school health program.</li> <li>• Review this data with an advisory board working on obesity in our area. Begin to collect some of this data.</li> <li>• We should track our districts of the county and how the schools have changed the environment in their schools and how they plan to keep them that way. We hope to help the State with collection of data from the locals and facilitate the policy work that helps these progressive health initiatives continue.</li> <li>• Check local schools for choices offered. Check for advertising. Suggest milk/fruit in vending machines.</li> <li>• Share information with my staff to increase their awareness. Be more observant of schools. Contact the DOE with concerns of non-compliance.</li> <li>• Local – Contact David Harris. Survey schools in my HMP service area. Work with schools on products offered and pricing/marketing so that those of highest nutrition are affordable; those of lowest nutrition are expensive! State – Work with DOE on schools in my service area.</li> <li>• Support school/worksite wellness. Create options for PA incentives <u>not</u> free candy incentives.</li> <li>• Encourage SHC to do survey of his schools' foods. Do sweep of schools not covered by SHC. Send materials to interested school districts to clarify new legislation. Marion's idea – Can you increase price of unhealthy foods and give promotions for healthy foods? Use Lewiston PS as a model for other HS in Androscoggin County. Do we have the data to show that changes are doing good?</li> <li>• No soda (students bring own) in school. Teachers must discuss healthy snack options.</li> <li>• Local – Pass on data learned and do my part in aiding enforcement.</li> </ul>		
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<p>Pay attention as I pass through local schools and report lack of adherence to rules and regs.</p> <ul style="list-style-type: none"> <li>• Participate in local community initiatives relative to a focused approach to obesity and the bariatric individuals. Bring the work being done in the school environment to administrative staff, collaborative meetings. Evaluate discharge instructions and potential for including diet suggestions, community resources.</li> <li>• Pass along research information and reminders about legislation/law.</li> <li>• Share the research results with co-workers, partners in the community. Review own programs to see that our program is in compliance. Have discussion with what's working, what else needs to happen to improve the chances to make positive changes. Look at other opportunities in community to help support children making healthy choices. Stores, sporting events, teachers' groups.</li> <li>• Share this data with school partners.</li> <li>• Check my local high school with regard to candy sales at dances and extra-curricular activities as well as advertising/billboard</li> </ul>		
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