



Supporting Healthy Changes in School Nutrition Environments

**Maine Department of Education
Child Nutrition Services**

**Maine Department of Health and Human Services
Bureau of Health**

Maine Nutrition Network

Supported by a USDA Team Nutrition Training Grant

September 2004

INTRODUCTION

Uses for the Maine Guide

The Maine Guide showcases the process that the State of Maine developed for improving nutrition and physical activity environments in schools. With the overall goal of improving both children’s health and their academic achievement, Maine used the US Department of Agriculture Team Nutrition’s **Changing the Scene Toolkit** to develop its own approach to combating the obesity epidemic and enhancing school performance.

Features of the Maine Model

In this guide, you will find:

- Our plan for training school teams from around the State of Maine
- A detailed description of Maine’s **Changing the Scene** summits and the successes and challenges that we encountered

The most important features of the “Maine model,” described in detail on the following pages, include:

- **A strong partnership among state agencies and organizations:**



- Maine Department of Education, Child Nutrition Services
- Maine Department of Health and Human Services, Bureau of Health
- Healthy Maine Partnerships
- Maine Nutrition Network
- Maine School Food Service Association
- Maine Dairy and Nutrition Council

- **School teams of leaders and decision makers**
- **Intensive 1½ day sessions in a retreat atmosphere**
- **Individual action plans developed by school teams**
- **Regional follow-up meetings for support and education**
- **On-going technical assistance by state level staff**

Intended Audience

The intended audience for ***The Maine Guide*** is state education and health departments that want to train teams to support healthy changes in school nutrition environments. The model outlined in this guide may also be useful in larger school districts that plan to train teams from individual school buildings.

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ACKNOWLEDGEMENTS

The Team Nutrition Committee that worked on Maine's *Changing the Scene* summits would like to acknowledge the following people for their contributions to the successful series of summits that were held for Maine's school districts.

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The Team Nutrition Committee would like to acknowledge Dee Dee Hubley for formatting and illustrating this guide.

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BACKGROUND

Why is a healthy school nutrition environment important?

Today's public health reports and daily news stories are frequently filled with alarming trends regarding children's health.



- Increasing rates of overweight from preschool to high school
- Over consumption of calories with inadequate intake of essential nutrients
- Sedentary lives filled with screen entertainment rather than active play
- Adult diseases, like Type 2 diabetes, being diagnosed in school-age kids

These disturbing health issues affect children's physical well-being – and their ability to learn and succeed in school. Schools, where children spend a major portion of their day, can play a critical role – both in improving learning readiness and improving nutrition and physical activity patterns for long-term health. Such school-based efforts can influence students' lives today and into the future.

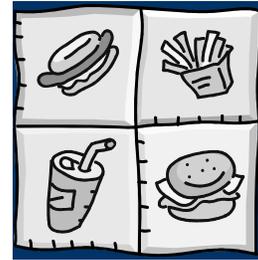
Schools alone cannot solve the nutritional problems of children today. It will take the combined efforts of families, schools, communities, government agencies, health providers, the food industry, and the media to make improvements in child health. Schools, however, have especially critical roles to play, because:

- Across the US, more than 97 percent of children are enrolled in schools. Most of them eat at least one meal at school, while many eat two meals plus snacks during the school day.
- Research shows that effective educational programs can improve the eating and physical activity habits of students.
- Schools provide a valuable opportunity for students to practice nutrition skills in an environment supported by nutrition education and positive role modeling by adults.

How are American children eating today?

Good nutrition during the school years is vital for helping children grow strong, succeed in school, and establish healthy habits for a lifetime. Sadly, the eating habits of children in the US today fail to meet the recommendations for good health on many levels. As the following statistics illustrate, many American children are overfed and undernourished:

- Over 40 percent of the calories consumed by children and adolescents come from added fat and sugars.¹
- More than 60 percent of children and teens eat too much fat and saturated fat and not enough fruits and vegetables.²



- Only 39 percent of children eat enough fiber from fruits, vegetables, dried beans and peas, and whole grains.³
- Nearly 90 percent of teen girls and 70 percent of teen boys do not consume adequate amounts of calcium.⁴ During the past 25 years, consumption of milk has decreased dramatically. At the same time, average soft drink consumption almost doubled among adolescent girls and almost tripled among adolescent boys.^{2,5}

What is the impact of poor eating and activity habits?

Poor eating habits can affect children's health and prevent them from reaching their full potential as citizens. Being overweight, overfed, and undernourished during childhood can lead to problems in both short and long-term health.

Several studies have shown that skipping breakfast can affect children's academic performance.^{6,7} A recent demonstration project showed that students who participated in a school breakfast program were more likely to improve their school grades, classroom behavior, and psychological well-being than children who did not participate in the program.⁷

Being overfed, undernourished, and sedentary can contribute to obesity and other serious health problems. The prevalence of overweight among children ages 6 to 11 has more than doubled in the past 20 years, increasing from 7 percent in 1980 to 15 percent in 2000.⁸

Overweight among Americans ages 12 to 19 has tripled in the same period, rising from 5 percent to 15 percent. African-American, Hispanic-American, and Native American young people have generally higher rates of overweight.⁸

The health consequences of being overweight, undernourished, and sedentary during childhood and adolescence include:

- Overweight young people are more likely to become overweight or obese adults, who are at increased risk for heart disease, high blood pressure, stroke, diabetes, some types of cancer, and gallbladder disease.⁹
- Type 2 diabetes, previously seen among older adults, is increasingly found in children, especially among African-American, Hispanic-American, and Native American populations.¹⁰
- Children who are overweight are more likely to have hypertension, high cholesterol levels, sleep apnea, bone and joint difficulties, gall bladder disease, and problems with self-esteem.^{9,11}
- Young people who don't get enough calcium are at greater risk for bone fractures and for the later development of osteoporosis.¹²
- Poor eating habits can contribute to dental caries, which remains a major cause of school absences.¹³
- Many adolescents use unsafe or harmful weight loss practices, such as inducing vomiting, laxatives, or smoking to lose weight.¹⁴
- Dieting behaviors can sometimes lead to eating disorders like anorexia and bulimia. An estimated 10 million American women and 1 million males suffer from these problems, which can cause multiple severe complications and have among the highest mortality rates for any psychiatric disorder.¹⁵

Snapshot of Maine

Maine's geography and demographics are unique, even among its New England neighbors. Geographically, the state is relatively large in relation to its population size of approximately 1.2 million people. In terms of population density, Maine ranks in the bottom quarter of the states.



Most of Maine's urban residents live in the southern third of the state and along the coast. Two of the three largest cities, Portland and Lewiston, are also located in the southern part of the state. When one adds Bangor, the third largest city, the three metropolitan areas comprise only 10 percent of the state's population.

In other words, the vast majority of "Mainers" live in rural areas far from town centers, schools, medical services, social resources, and other infrastructure. Residents with limited income, who are the majority in Maine's rural counties, tend to have higher rates of overweight and obesity (BRFSS 2002).

Overweight in Maine

The weight trends in Maine follow national trends among both children and adults. According to the data collected by the Centers for Disease Control and Prevention (CDC):

- 59 percent of Maine adults are overweight or obese. (BRFSS, 2002)
- The obesity rate among Maine adults increased by 70 percent from 1990 to 2002. (BRFSS, 2002)
- 27 percent of Maine high school students are overweight or at risk for overweight. (YRBSS, 2003)
- 32 percent of low-income children between two and five years of age in Maine are overweight or at risk for overweight. (PedNSS, 2002)



In 2003, the Maine Child Health Survey documented that 36 percent of Maine kindergartens were overweight or at risk of overweight (BMI percentile of 85 or over).

Maine schools and school foodservice



Maine has 269 school units with approximately 730 individual schools (K-12). The term “school administrative unit” (SAU) is used in Maine. In other parts of the country, these units are known as school administrative unions, school districts, or school foodservice authorities.

School nutrition programs in Maine operate under all existing regulations for the US Department of Agriculture’s (USDA) Child Nutrition Programs. In addition to the federal regulations, Maine has established further restrictions on the sale of competitive foods. These state regulations, from the Maine Department of Education, are found in Chapter 051 of School Nutrition Programs in Public Schools and Institutions (state regulations to supplement federal regulations pertaining to the National School Lunch Program, the School Breakfast Program, and the School Milk Program).

Restrictions on Sale of Foods in Competition with School Food Programs.

Any food or beverage sold during the normal school day on school property of a school participating in the National School Lunch or School Breakfast Programs shall be a planned part of the total food service program of the school and shall include only those items which contribute both to the nutritional needs of children and the development of desirable food habits. Funds from all food and beverage sales during the normal school day on school property shall accrue to the benefit of the school's non-profit school food service program; except that the local school board may establish, by policy, a process whereby a school or approved student organization is allowed to benefit from the sale of such foods and beverages.

Basis: Federal regulations required the State to establish regulations to control sales of food in competition with the school's non-profit food service program. To meet this requirement, the State Board of Education's 1967 policy relating to food sales was adopted.

Authority: 20MRSA Section 6602(5)

Effective Date: August 31, 1979, Amended February 21, 1989

Maine Partnerships

The Maine Department of Education (DOE), the Maine Department of Health and Human Services, Bureau of Health (BOH), and the Maine Nutrition Network (MNN) have collaborated over a four-year period to support healthful eating and physical activity habits for children at school. These efforts complement other ongoing projects to address overweight and obesity in Maine. The partnership utilized USDA Team Nutrition Training Grants in 2000, 2001, and 2002 to plan and implement ***Changing the Scene*** summits and to develop this guide.

The DOE, BOH, and MNN partnership has existed since the inception of the Maine Nutrition Network in 1996, when the BOH was awarded a USDA grant to form the Network as part of Maine's Food Stamp Nutrition Education Plan. The Bureau of Health contracts with the University of Maine, Edmund S. Muskie School of Public Service to administer the Maine Nutrition Network projects.

The MNN is a statewide coalition of over 200 public and private partners that coordinates and conducts nutrition education activities to create healthier environments for Mainers. Information about the Network and its activities is available online at www.maine-nutrition.org.

The Department of Education is an active partner in MNN projects and the MNN Team Nutrition Committee, which provided guidance for the programs described in **The Maine Guide**. The MNN Team Nutrition Committee has representatives

from DOE, BOH, MNN, the Maine Dairy and Nutrition Council, and the Maine School Food Service Association (MSFSA). Committee members have a wide variety of experience and expertise in childhood nutrition issues, school nutrition programs, nutrition education, physical activity, and public health policy.

Another of Maine's exemplary collaborative ventures also contributed to the success of the ***Changing the Scene*** summits. The Healthy Maine Partnerships (HMP) are funded from Maine's portion of the Master Tobacco Settlement. The HMP initiative facilitates the coordination and collaboration of five Bureau of Health programs and the Department of Education.

On a local level, HMP supports and coordinates the work of 31 community-based health promotion grantees across the State, linked with 54 School Administrative Units. Each local HMP grantee is managed by a project director and at least one school health coordinator. The HMP sites focus on creating and implementing initiatives to promote physical activity, good nutrition, and to reduce tobacco use through environmental and policy changes within schools and communities.

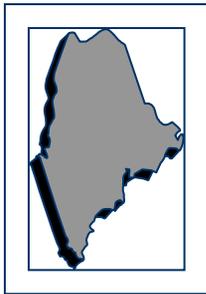
Many HMP school health coordinators, most of whom have administrative positions in their districts, participated in the ***Changing the Scene*** summits (often as team leaders). Beginning with the first summit in November 2001, school health coordinators also made presentations and helped to provide technical assistance to other school teams.

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THE MAINE MODEL



The model described below is based on work done in Maine with USDA Team Nutrition Training Grants in 2000, 2001, and 2002. Team Nutrition's goal is improve children's lifelong nutrition and physical activity habits by using the principles of the Dietary Guidelines for Americans and the Food Guide Pyramid. Additional details about Team Nutrition, projects in other states, and the current federal action plan are available online at www.fns.usda.gov/tn/.

Goals and objectives

The goal of the Team Nutrition Training Grants in Maine was to build and support healthy nutrition environments in schools throughout the state. Maine's approach to this goal was to hold four ***Changing the Scene*** summits (based on the USDA toolkit of the same name) between late fall 2001 and spring 2004.

Each summit provided 1½ days of intensive team building, education, and planning activities to school teams from across the state. Teams were required to complete a needs assessment before the summit to help with the development of their action plan. They were offered a copy of the school health index (see page 34) or the option to use a tool developed in Maine for Healthy Maine Partnerships. The Maine model also included follow-up support and technical assistance after the summit meeting.

Each of the Maine summits had the same objectives – designed to support the goals of the ***Changing the Scene Toolkit***:

- Motivate teams with the knowledge, skills, and resources necessary to create healthy nutrition and physical activity environments in Maine schools.
- Encourage networking among team members – and with teams from other schools.
- Offer opportunities to learn from national and state speakers – and to hear about successful changes in schools across the country.
- Provide time for teams to begin the development of an action plan designed to improve their school's nutrition and physical activity environment.
- Use the summit meals and break times to model and practice healthy nutrition and physical activity behaviors.

What is a healthy school nutrition environment?

USDA Team Nutrition's *Changing the Scene ToolKit* was designed to assist students, parents, administrators, educators, foodservice employees, and other community members in creating healthy school nutrition environments. By enhancing school nutrition practices and policies, students receive consistent, reliable health information – and many opportunities to use it. When classrooms and school cafeterias provide clear and consistent messages that promote healthful eating and active lifestyles, students can learn to make better choices and have the opportunity to practice those habits.

The *Changing the Scene ToolKit* identifies six components of a healthy school nutrition environment as:

(1). A commitment to nutrition and physical activity

- Schools will demonstrate their commitment to healthy lifestyles through nutrition policies and standards for all foods served on campus – and by supporting physical activity opportunities for students and staff.

(2). Quality school meals

- School meals will meet USDA nutrition standards as well as provide sufficient choices, including new foods and foods prepared in new ways, to meet the taste preferences of diverse student populations.

(3). Other healthful food options

- All foods sold or offered in addition to school meals (a la carte, vending, school stores, fundraising, classroom treats, etc.) will foster healthful eating patterns and be based on USDA nutrition guidance.

(4). Pleasant eating experiences

- Schools will provide adequate space to serve all students with a minimum wait time, pleasant surroundings that reflect the value of the social aspects of eating, and adults to serve as role models in student eating areas.

(5). Nutrition education

- Science-based, behavior-focused nutrition education will be integrated into the curriculum from pre-K through grade 12 and in after-school programs. All staff involved in nutrition education will have appropriate training.

(6). Marketing healthful foods and beverages

- Foodservice programs and others selling foods and beverages in schools will market nutrient-rich options to students and staff through the basic P's of marketing – product, placement, price, and promotion.

What is the role of events, education, and environment?

Throughout the training process, the Maine model underscored the importance of environment and policies in changing nutrition at school. The presentations, action planning process, and materials at the four Maine ***Changing the Scene*** summits encouraged teams to focus on making sustainable, policy-level changes in their school nutrition environments.

In general, the strategies used to promote healthy changes at school can be put into three basic categories. These are:



- ✓ **Events** (including health fairs and parent meetings) help to raise awareness and inform the community about children’s health problems – and about the connections between nutrition and academic performance.
- ✓ **Education** (in classrooms, cafeterias, and staff instructional settings) teaches students, families, and staff the facts about nutrition and physical activity – and provides practical tips on healthy lifestyles.
- ✓ **Environmental approaches** (such as policies, standards, and guidelines) provide students and staff with ongoing, daily opportunities to make healthy choices and adopt healthful eating patterns.

Here are two examples of how these three strategies can be applied to nutrition issues in schools. Events and education are important in both cases. However, only the environmental strategies actually assure that healthy choices are consistently available at school.

Problem: Students bring sugary snacks to school daily

Solutions:

- **Event:** The Parent Teacher Association hosts a parent meeting with presentations by a local dentist and dietitian about good dental health. Healthy snacks are served to reinforce the professionals’ messages.
- **Education:** Teachers provide classroom lessons on why healthy snacks are important for kids. The school foodservice prints ideas and recipes for healthy snacks on the back of their monthly menus.
- **Environment:** The school nutrition team develops guidelines for healthy classroom snacks with input from students, families, staff, and health experts. The guidelines are distributed to everyone in the school community – and are applied to all school-based meetings.

Problem: High school vending machines sell only beverages and snacks of minimal nutritional value.

Solutions:

- **Event:** At a “food fair,” with samples from local vending companies, students and staff taste and evaluate the nutritional value of new snack and beverage items.
- **Education:** In middle and high school classes (such as health and family consumer sciences), teachers provide classroom lessons on the calories, fat, and nutrients in a variety of vending options.
- **Environment:** With input from the school community, the school district develops a policy on appropriate vending selections, along with specific steps for on-going monitoring. The policy and the rationale for introducing it are distributed to students, families, staff, and the media.

Who made up the Maine teams?

Schools were required to select their summit teams using the following criteria:

- **Two required members:**
 1. The school nutrition director
 2. A school administrator (superintendent, assistant superintendent, principal, assistant principal, or school health coordinator)
- **One to three additional members for a total of 3 to 5 members.** Possible choices included the school health coordinator, administrators, educators, athletic director, nurse, foodservice employees, school board members, parents, and/or students.
- **One team member designated as team leader to be** the contact person and to assure that all members received materials and information. The team leader was also responsible for scheduling local follow-up meetings after the summit, submitting the final action plan, and attending any regional follow-up meetings.

How were the summits planned and implemented?

The four ***Changing the Scene*** summits in Maine were planned and implemented using the following steps. (See *Summit Materials* section for samples of forms.)

1. A team representing state level agencies and organizations wrote a USDA Team Nutrition Training Grant to enhance school nutrition environments in Maine. The Department of Education (DOE) submitted the grant proposal.

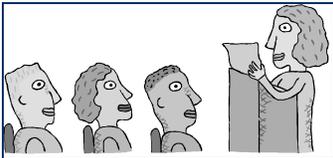
2. Upon funding, this group (with additional partners) became the Team Nutrition planning committee. The Maine DOE received the USDA grant, which was then administered through the Maine Nutrition Network (MNN).
3. The MNN hired staff and reassigned existing positions to oversee the project, including a project director, project specialists (to provide programming), and clerical support.
4. The Team Nutrition planning committee met regularly to develop the summit agenda, criteria for teams, speakers, location, and menus.
5. The committee developed a promotional flyer and made decisions about the contents of the summit packets and notebooks, as well as needs assessment and action planning forms.
6. Invitations were mailed to superintendents, principals, school health coordinators, and school nutrition directors. The grant covered the workshop costs, meals, lodging, and all materials.
7. Team applications were accepted on a first-come first-served basis.
8. The planning committee worked directly with the meeting facility to design menus, provide recipes, and insure that healthy choices were available at all meals and snacks (featuring some USDA Team Nutrition recipes). The facility allowed the committee to bring in some locally grown products, including Maine apples, fresh cider, and maple syrup.
9. The committee members attended the summits. Some presented information, while others offered on-site technical assistance to school teams.
10. Teams were given a deadline (4 to 6 weeks after the summit) to submit their completed action plans in order to receive \$500 of additional funding.
(**NOTE:** The requirements of the action plan were described at the summit, and teams were given time to work on the action plan during the summit.)
11. Regional follow-up meetings were arranged based on school locations. These meetings gave teams an opportunity to share their successes and challenges and provided strategies to address barriers. The Team Nutrition Planning Committee members reinforced the need to incorporate more policy and environmental changes into school action plans. School teams from the previous summits were encouraged to send representatives to these follow-up meetings to provide support and guidance based on their experiences.

12. Technical assistance continued to be available to all teams. This support included the ability to submit feedback forms electronically; help via phone as needed; regional follow-up meetings 2 to 3 months after the summits; and an electronic mailing list for summit participants.

RESULTS

Who attended the Maine *Changing the Scene* summits?

Between 2001 and 2004, representatives from a significant proportion of Maine schools attended a ***Changing the Scene*** summit. Attendance at all four summits included:



- 86 teams, representing almost 30 percent of the School Administrative Units in Maine
- 386 individuals, including superintendents, school board members, principals, educators, foodservice staff, school health coordinators, nurses, athletic directors, parents, students, and community members

How did participants evaluate the summits?

Participant evaluations of ***Changing the Scene*** summits were very important in the Maine Model. After each of the summits, the planning committee used the evaluations to make appropriate changes in the schedule, materials, speakers, presentations, and follow-up meetings.

Overall, participants rated their summit experiences as excellent. In general, the speakers and facilities received an average rating of 4.0 or greater (out of 5). Most of the presentations received average ratings of 4.3 or higher, with many ratings in the range of 4.7 to 4.9. Participants were impressed with information they received and with the team-building opportunities.

When asked to list the “the three most important things you learned,” the attendees most often identified:

- Current trends in childhood obesity and their health implications
- Regulations and financing of child nutrition programs

- Relationship of nutrition and physical activity to academic success
- Components of healthy school nutrition environment
- Need to make, and celebrate, small gradual changes



- Value of teamwork in making nutrition changes at school
- Needs, goals, and strengths of team members
- Availability of resources within Maine and from other states
- Overall importance of improving nutrition and physical activity

Participant comments and suggestions were used to make several changes from the first through the fourth summit. For example, the agenda was modified to provide more time for team building and action planning. The evening schedule was also changed to allow “down time” instead of group activities.

How did teams change nutrition environments in their schools?

In a relatively short timeframe, the teams who attended Maine’s ***Changing the Scene*** summits have implemented exciting improvements to the nutrition environments in their schools. The following list briefly describes changes in a few schools, based on the six components of a healthy school nutrition environment. Although this is not a complete list of activities in all Maine schools, it illustrates the types of changes made and the creativity of the Maine teams who attended the summits.

Case studies of successful changes

Pages 21 through 30 have case studies from three Maine school administrative units with a more detailed description of the healthy changes made to the school’s nutrition environment. These three schools are included in ***Making It Happen: School Nutrition Success Stories***, a CDC-USDA project to document improvements in school nutrition environments.

The Executive Summary is available online at www.fns.usda.gov/tn/Healthy/execsummary_makingithappen.html.

(1). A commitment to nutrition and physical activity

- **MSAD #29-Houlton:** Supported by district wellness team and coordinated school health program, the school district developed a nutrition policy and began applying the policy to all foods offered in the school.
- **School Union #74-Damariscotta:** Two groups, a school health advisory council and a leadership team, are providing ongoing input about the school nutrition environment.
- **MSAD #56-Searsport:** The district organized a healthy leadership team and is in the process of developing a nutrition policy. The team includes a school health coordinator, school food service director, parent, school board member, athletic director, health teacher, and nurse.

(2). Quality school meals

- **MSAD #29-Houlton:** Cafeteria has eliminated sugar-sweetened cereals, switched from 2% to 1% milk, and added more whole grains.
- **MSAD #59-Madison:** Foodservice staff made multiple changes to the school menus: purchased local apples; added fruits for desserts; changed from heavy syrup to light syrup in canned fruit; reduced amount of fat added to vegetables; modified recipes to use less shortening and more liquid oils; and switched to half whole wheat-half white flour for all recipes.
- **MSAD #56-Searsport:** The foodservice staff increased fresh fruits and vegetables from once or twice per week to daily – and increased participation in the middle and high school lunch program.

(3). Other healthful food options

- **MSAD #29-Houlton:** The school developed a healthy vending machine with water sold at cost.
- **MSAD #59-Madison:** Soft drinks were eliminated from vending machines and replaced with flavored milk, 100% juices, and water. Candy bars are no longer sold at fundraisers or concession stands. Flavored milk, water, sugar-free beverages, and home-baked items are now sold at dances.
- **MSAD #11-Gardiner:** Carbonated drinks are no longer sold in vending machines or at school functions, such as dances and sporting events.
- **School Union #74-Damariscotta:** Several changes were made in the a la carte program, like switching from ice cream to low-fat yogurt.
- **MSAD #56-Searsport:** The school foodservice program took control of all the vending machines and purchased a milk machine. They added many healthier options, including low-fat milk.

(4). Pleasant eating experiences

- **MSAD #11-Gardiner:** The team determined that the lunch serving lines were too slow and made several changes to improve cafeteria service.

(5). Nutrition education

- **Augusta School Department:** The nutrition team offered adult education classes at discounted rates for staff and arranged for discounted staff memberships at local fitness centers.
- **Gorham School Department:** The nutrition team purchased nutrition education materials for grades 1 to 3 and sponsored a successful “*Sugar Out*” Day (45 out of 75 classrooms participated).
- **MSAD #29-Houlton:** Over three years, the school district promoted a healthy snack program for grades K thru 6, which included classroom lessons by teachers, information sent to parents, and the development of a snack cookbook. The classes that reported the highest rates of healthy snack consumption received special recognition and a fruit-vegetable platter for the class to share. The middle school health class also worked with the school foodservice staff to design kid-friendly menus that met child nutrition guidelines.
- **MSAD #59-Madison:** Over 700 people attended a 5-A-Day Fair (in conjunction with the school Open House) featuring locally grown produce. The wellness team sponsored a healthy in-service day with special meals for staff. The school nurse promoted nutrition education books in classrooms.
- **School Union #74-Damariscotta:** The foodservice staff participated in a professional development day – and then taught a Food Pyramid cooking activity in all kindergarten classrooms. A local food distributor provided nutritious items for a “smoothie café” during a student wellness fair.

(6). Marketing healthful foods and beverages

- **Gorham School Department:** The school team purchased nutrition posters to support marketing efforts in the cafeteria.
- **MSAD #59-Madison:** The foodservice staff developed a program to gather student input on menu items – and to sample new recipes in the classroom.
- **MSAD #11-Gardiner:** Daily lunch specials are now announced over the public address system and menus now are posted prominently in all homerooms.
- **School Union #74-Damariscotta:** Nutrition books were given away as a part of “Food for Thought” Literacy program. Frisbees were used in a school meal promotion.

Case Study #1

Maine district sets nutrition policy, adds healthful options to vending and a la carte

OLD ORCHARD BEACH SCHOOL DEPARTMENT, OLD ORCHARD BEACH, MAINE

- 1,200 students, grades K-12, small coastal town in southern Maine
- 28 percent of students eligible for free- and reduced-price meals

Strategies

- Nutrition policies and standards for competitive foods
- Addressing food and beverage vending contracts
- Offering more healthful foods and beverages
- Healthful fundraising and student rewards

Words of wisdom:

“Change is all about communication. We all know in our hearts that healthy children are better learners. We need to give them positive choices and a variety of options in all that we teach in our schools. If we model good nutrition in school and offer good tasty food choices, children will start making good choices at home and become involved in better health practices.”

Jackie Tselikis, RN, School Health Coordinator

Key changes and results

Reported by Jackie Tselikis, RN, School Health Coordinator

- After a year and a half of planning and discussion, the Old Orchard School Board gave final approval to a Vending Machine Policy in July 2003. **[See Vending Machine Policy page 23.]**
- As a result of the policy, all soft drinks have been removed from vending machines and replaced by milk, water, and juices. Candy and high-fat snacks have been removed from vending machines and replaced by trail mix, pretzels, granola bars, and cereal/fruit snack mixes.
- In addition, the Department has improved school a la carte offerings: they now include homemade pretzels and pizza, bagels, salads, fruit, yogurt, and string cheese. Larger sizes of low-fat milk have been added to a la carte and vending machines in the middle and high schools.
- Schools have maintained positive relationships with local vendors, with an agreement to purchase nutritious beverages and snacks only. Vendors did not lose contracts and they continue to supply and service school machines.
- Since the changes were made, income from vending and a la carte sales has stayed the same.

- The Department has an active nutrition education program that features a variety of special activities. Theme days, such as Fifties Day and International Week, feature celebrations with special foods in the cafeteria, music, costumes, and decorations – all designed to boost the morale of staff and students while using a nutrient-rich menu. Elementary students help plan menus for class projects. High school students work with the foodservice director on menus and help teach nutrition classes for elementary students.

Keys to success:

- **Partnerships:** Collaboration between Health Services, School Health personnel and Food Services staff, along with support from the School Department administration.
- **Teamwork:** Establishing a Nutrition Team.
- **Attitude:** Fostering a positive attitude toward health by all staff.
- **Coordination:** Being a site for the Healthy Maine Partnerships initiative (www.healthymainepartnerships.com/about2.html), which coordinates state and local public health activities, and having a full-time School Health Coordinator to address issues.

Description:

The Department's five-member Nutrition Team, which includes the School Health Coordinator, Food Services Director, School Nurse, a teacher and a parent, attended a *Changing the Scene* conference in November 2001 and subsequently adopted a school nutrition plan. After the conference, the team met regularly to carry out their work plan and to educate staff, administrators, parents, and students.

The Nutrition Team worked closely with others who were implementing the Coordinated Approach to Child Health (CATCH) curriculum in 5th grade classrooms. This curriculum focuses on nutrition, physical activity, and health education. They received several small grants to purchase supplementary nutrition education materials for the existing health curriculum. They also worked with teachers to provide lesson plans and classroom projects.

With unanimous support from administrators and the School Health Advisory Team, the Nutrition Team drafted a Vending Machine Policy with the Old Orchard Beach Schools' policy committee. The policy was developed after reviewing the sample policies in NASBE's *Fit, Healthy, and Ready to Learn*. Additional guidance was obtained from CDC's *School Health Index* and USDA's *Changing the Scene*.

Future plans:

- Continue to expand nutrition education curriculum.
- Add soup, sandwich, and salad options to a la carte sales at the high school.
- Publicize new vending machine policy in the local community.

For more information:

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VENDING MACHINE POLICY

The Old Orchard Beach school department believes that the health of our children is of utmost importance to the future of our society. Therefore, we wish to improve the health of our school children by promoting healthy food and beverage choices by replacing non-nutritious foods and beverages with more nutritious choices in school vending machines.

Bottled water and other items that meet the five percent or more nutrition value rule recommended for school vending by CDC will be allowed in student accessible school vending machines. Vending machines will not be operational for student use during school hours.

Allowable beverages are:

- Fruit juice and vegetable juices
- Low fat milk
- Water and nutri-water
- Fortified sports drinks

Allowable snacks are:

- Fresh fruit (e.g. apples and oranges)
- Fresh vegetables (e.g. carrots)
- Low-fat crackers and cookies, such as fig bars and ginger snaps
- Pretzels
- Bread products (e.g. bread sticks, rolls, bagels, and pita bread)
- Ready-to-eat, low-sugar cereals (6g sugar or less per 100g cereal)
- Granola bars made with unsaturated fat
- Low-fat or non-fat yogurt
- Snack mixes of cereal and dried fruit with a small amount of nuts and seeds (low-sugar cereal)
- Raisins and other dried fruit (no sugar added)
- Peanut butter and low-fat crackers

****Note:** Schools that participate in the national school lunch program must meet the criteria for foods of minimum nutritional value. Foods of minimal nutritional value - (a) in the case of artificially sweetened foods, a food which provides less than 5 percent of the Reference Daily Intake (RDI) for each of eight specified

nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. Authority: 20MRSA Section 6602(5).

Case Study #2

Healthy vending policy helps northern Maine district make improvements for kids

SCHOOL UNION #106, CALAIS, MAINE

- **842 total students (K-12) in northern Maine**
- **50.5 percent of students eligible for free- and reduced-price meals**

Strategies

- Nutrition policies and standards for competitive foods
- Addressing food and beverage vending contracts
- Offering more healthful foods and beverages
- Healthful fundraising and student rewards

Words of wisdom:

“Persistence is key when changing the nutritional environment in your school. Go into the process with energy and enthusiasm and armed with the knowledge that you are doing what's best for your students. They all deserve the right to healthier options. When making your case at school committee meetings or student meetings, bring healthy snack options to the staff and students. Let them eat while you plead your case. They'll realize that the proposed snacks and drinks can taste good and still be good for you!”

Heather Erickson, School Health Coordinator

Reported by Heather Erickson, School Health Coordinator

In February 2003, Maine School Union #106 established a district-wide vending policy. The policy states that the only items recommended for sale in school vending machines were three types of beverages (100 percent fruit or vegetable juice, low-fat or non-fat milk, and water) and twelve types of snack foods. Schools can sell other items but they must be approved by a school committee assigned to this task, and they must meet the Food and Drug Administration (FDA) definition of a healthy food (e.g., low in fat and saturated fat, limited amounts of cholesterol, and sodium). Foods of minimal nutritional value (FMNV) are not allowed for sale.

The policy discourages schools from signing beverage contracts that require the sale of items not approved for sale in vending machines. It also discourages the sale of food items for fundraising and encourages schools to raise funds through food sales of items approved for sale in vending machines.

Following the adoption of the policy, all six schools in the Union have removed soft drinks and snacks that do not meet the definition of a healthy food from their machines. More healthful options have been added, including water, 100 percent fruit juices, breakfast bars, baked chips, and low-fat crackers. The change was implemented as part of a Coordinated School Health Program, overseen by the School Health Advisory Council (which includes parents and teachers) and supported by St. Croix Valley Healthy Communities, a Healthy Maine Partnership. The Healthy Maine Partnerships initiative (www.healthymainepartnerships.com/about2.html) coordinates state and local public health activities.

Changing the contents of vending machines in all six schools took five months, from the initial discussion to the replacement. Since making the change, the high school Student Council has reported an increase in revenue from some machines and no change in the other machines. **[See Vending Policy below.]**

For more information:

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SCHOOL UNION #106 VENDING POLICY

I. Purpose of the Policy

To improve the health of our children by promoting healthy food and beverage choices by replacing non-nutritious foods and beverages with more nutritious choices in vending machines.

II. Rationale

“When children are taught in the classroom about good nutrition and the value of healthy food choices but are surrounded by vending machines, snack bars, school stores, and a la carte sales offering low nutrient density options, they receive the message that good nutrition is merely an academic exercise that is not supported by the school administration and is therefore not important to their health or education.” (Foods Sold in Competition with USDA School Meal Programs. US Dept. of Agriculture 2001.)

The health of our children is of utmost importance to the future of our society. As great progress has been made toward understanding and treating many diseases, society is also recognizing the importance of establishing preventive health habits early in life in order to reduce the risks of developing diet related diseases. Many chronic diseases including heart disease, diabetes, osteoporosis and cancer, are related to lifestyle risk factors including poor nutrition and physical inactivity.

According to the U.S. Surgeon General, overweight and obesity are at epidemic proportions. The prevalence of overweight among youth ages 6-17 years in the U.S. has more than doubled in the past 30 years; most of the increase has occurred since the late 1970s. Overweight children and adolescents are much more likely to develop Type 2 diabetes and to become overweight adults, with increased risk for developing heart disease and stroke, gallbladder disease, arthritis, and endometrial, breast, prostate and colon cancers. Left unabated, the Surgeon General states, overweight and obesity may soon cause as much preventable disease and death as cigarette smoking.

As stated in Oral Health America: A Report of the U.S. Surgeon General, tooth decay continues to be the single most common chronic childhood disease. The connection between tooth decay and the consumption of foods high in sugar has long been known. Untreated oral diseases can interrupt a child's normal development and learning. Early tooth loss caused by dental decay can result in failure to thrive, impaired speech development, absence from school, inability to concentrate in school, and a low self-esteem. Poor oral health has been related to decreased school performance, poor social relationships, and less success later in life. Children experiencing pain are distracted and unable to concentrate on schoolwork. Oral health is integral to children's overall health and well-being.

According to the Center for Science in the Public Interest, as teens have doubled or tripled their consumption of soft drinks, they cut their consumption of milk, an important source of calcium, by more than 40 percent. Few teens consume the recommended amount of calcium. Getting enough calcium in the diet during childhood, adolescence, and young adulthood, is essential to reduce the risk for osteoporosis later in life. This is particularly important for females.

While many people believe that addressing nutrition related problems is a personal responsibility, they are only partially correct. It is also a community responsibility and schools have been identified as key settings to both teach and model responsible health behavior. In the October 2001 "Call to Action to Prevent and Decrease Overweight and Obesity," the Surgeon General of the United States specifically recommends that schools adopt policies ensuring that school environments contribute to eating patterns consistent with the Dietary Guidelines for Americans 2000. While often schools struggle to raise needed funds, financial considerations should be secondary to the health and well-being of our children.

III. Definitions (adapted from U.S. Food and Drug Administration (FDA)/Nutrition Labeling and Education Act of 1990 (NLEA))

- Juice is defined as 100 percent fruit/vegetable juice and that information must be included on the label
- Low-fat items is defined as 3 grams or less of fat per serving
- Low-saturated fat is defined as 1 gram or less of saturated fat per serving
- Healthy food is defined as follows:
 - Must be low in fat (3 gram or less per serving) and low in saturated fat (1 gram or less per serving) and contain limited amounts of cholesterol (60 mg or less per serving) and sodium (cannot exceed 360 mg per serving).
 - Foods that are not raw fruits or vegetables must provide at least 10 percent of the daily value of one or more of the following nutrients per serving: vitamin A, vitamin C, iron, calcium, protein, and fiber. Exempt from this “10-percent” rule are certain raw, canned, and frozen fruits and vegetables and certain cereal-grain products.
- Water – should not contain sugar or added caffeine or other ingredients
- Low-sugar cereal – (*defined by Women, Infants and Children’s Special Supplemental Food Program (WIC) and Child and Adult Care Food Program (CACFP)*) as 6 grams of sugar or less per 100 grams of cereal.
- Foods of minimal nutritional value – (a) in the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intake (RDI) for each of eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. Authority: 20MRSA Section 6602(5)
**Note: Schools that participate in the national school lunch program must meet the criteria for foods of minimum nutritional value.

IV. Vending Machine Policy

In all schools within the district, only items recommended for school vending machines by the Centers for Disease Control and Prevention (CDC), and that meet or exceed the five percent minimum nutritional value rule (see Section III.), and water shall be sold in any school vending machine at any time of the day or evening. If items other than those on the CDC recommended list are to be sold, they must first be approved by (*identify school personnel/committee assigned to this task*) and meet the definition of a healthy food.

Allowable vending machine items include:

Beverages

- Fruit juice and vegetable juice (*100 percent*)
- Low-fat (one percent) or skim milk
- Water

Snacks

- Canned fruit (*packed in 100 percent juice/no sugar added*)
- Fresh fruit (e.g. apples and oranges)
- Fresh vegetables (e.g. carrots)
- Low-fat crackers and cookies, such as fig bars and ginger snaps
- Pretzels
- Bread products (e.g. bread sticks, rolls, bagels, and pita bread)
- Ready-to-eat, low-sugar cereals (*6g sugar or less per 100g cereal*)
- Granola bars made with unsaturated fat
- Low-fat or non-fat yogurt
- Snack mixes of cereal and dried fruit with a small amount of nuts and seeds* (*low-sugar cereal*)
- Raisins and other dried fruit* (*no sugar added*)
- Peanut butter and low-fat crackers**

*Some schools might not want to offer these items because these foods can contribute to tooth decay.

**Some schools might not want to offer peanut butter; although it is low in saturated fatty acids, peanut butter is high in total fat.

Optional Sections

Soda “Pouring Rights” Contracts

The school shall not enter into a contract with any soda company that requires items to be sold in vending machines other than those from the Vending Machine Policy, Section IV.

Food Sold During Fundraising Activities

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are sold. These venues include fundraising, fundraising events, concession stands at sporting and other events, school stores, and a la carte meal items. The following recommendations are made to promote healthy choices for children related to fundraising activities supported by the school.

- Offer only non-food items as the items that raise funds such as books, gift-wrap, candles, plants, flowers, school promotional items, etc.
- Whenever food and beverages are sold that raise funds for the school, include food and beverage choices from the Vending Machine Policy, Section IV.
- Whenever food and beverages are offered in celebration or support of school fundraising activities, include food and beverage choices from the Vending Machine Policy, Section IV.

Advertising

Except as permitted in subsection (d), it shall be unlawful for any public school in this district, or any other entity or person acting on behalf of any public school in this district to:

- Enter into a contract that grants exclusive advertising of any product or service throughout the district to a person, business, or corporation;
- Enter into a contract or permit a school within the district to enter into a contract for products or services that requires the dissemination of advertising to pupils, including logos on facilities or informational equipment such as a scoreboard or banner with an educational message, or allow any person, corporation or business to gather or obtain information from students for the purposes of market research.
- Contracts entered into prior to the operative date of this policy may not be renewed if they conflict with this policy.
- Nothing in this policy shall affect the ability of any public school in this district, or any other entity or person acting on behalf of any public school in this district to:
 - (1) public advertising in any school newspaper, other school periodical, web pages, or yearbook,
 - (2) distribute advertising or market research as part of curriculum on advertising, marketing, media literacy; or,
 - (3) post signs indicating the public’s appreciation for financial or other support from any person, business, or corporation for the educational program in any school district.

The term “advertising” means the commercial use, by any person, company, business, or corporation, of any media including, but not limited to, newspaper or other printed material or flyer or circular, radio, television, video or any other electronic technology, outdoor sign, or billboard in order to transmit a message with information:

- offering any good or service for sale, or
- for the purpose of causing or inducing any other person to purchase any good or service, or
- that is directed toward increasing the general demand for any good or service

Case Study #3

Student council acts as ‘taste panel’ to change vending items in Maine high school

HAMPDEN ACADEMY (PUBLIC HIGH SCHOOL), HAMPDEN, MAINE

- **740 students, just south of Bangor in eastern Maine**
- **10 percent of students eligible for free- and reduced-price meals**

Strategies

- Offering more healthful foods and beverages

Reported by John Plourde, School Health Coordinator, and Chris Greenier, Food Service Director

The School Health Coordinator and Food Service Director collaborated to incorporate healthier vending options at the Hampden Academy. They began in spring 2002 by making a presentation to administrators. Their next step was to work with student council representatives as a “taste test” panel, using samples provided by local vendors from a list of healthier snacks and beverages. This process was fun for the students and beneficial for developing an appealing product line for the entire student body.

All candy, fried snacks, and soft drinks were eliminated from vending machines at the beginning of the 2002 school year. Machines now feature bottled water, 100 percent juices, sport drinks, baked chips, multigrain bars, raisins/dried fruit, canned fruit, fresh fruit, and yogurt. Although sales decreased initially, they have returned to the same level as previous years. There has been no negative feedback from students or staff on the nutrition changes made at Hampden Academy.

For more information:

Chris Greenier, Food Service Director

cgreenier@sad22.us

28a Main Road South

Hampden, Maine 04444

Phone: 207-862-3985

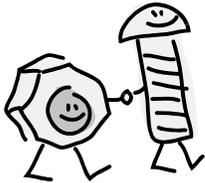
LESSONS LEARNED

Maine’s Team Nutrition committee learned valuable lessons about planning and implementing successful summits – and about supporting school-based teams in their ongoing work to improve school nutrition environments. The Team Nutrition committee reviewed the participant evaluations from the summits and follow-up meetings, as well as observations from the committee members about the process. These lessons led to a gradual evolution of the Maine model from the first summit in fall 2001 to the fourth summit in spring 2004.

For example, participants at the first summit wanted more detailed information about the day-to-day operations of school nutrition programs. It also became clear that many school personnel did not understand the federal and state regulations affecting school foodservice. Therefore, significantly more time was devoted to this topic at the second summit – and participant’s evaluations showed that the change was helpful.

The “lessons learned” are divided into three sections, each with tips and suggestions for maximizing the effectiveness of the change process in school nutrition environments:

- Nuts and bolts of a successful summit
- Lessons learned at the state level
- Lessons learned at the local level



Nuts and bolts of a successful summit

Choose a desirable site.

- Maine chose to host all four summits at a prime coastal location during the off-season. This was a draw for many team members – and it provided a retreat atmosphere for the summit.

Plan for travel time.

- Maine is geographically large and some teams had to travel long distances. Allowing participants to arrive the night prior to the first day and starting the summit early in the day worked best for team energy levels and participation.

Allow for down time.

- After a day of intensive education and team discussion, most people are tired and need a break. After the first summit, the planning group eliminated evening activities, because people were too tired to participate.

Provide plenty of team time.

- Although team members may work in the same school/district, they often do not know each other well. Teams need time to develop camaraderie – as well as an additional 2½ to 3 hours to begin work on their action plans.

Offer dynamic national experts.

- Teams are most effective when they are excited about making changes. They like to learn about successful national stories and understand how their efforts will fit into the “big picture” of improving school nutrition across the USA.

Highlight local success stories.

- Local examples help teams recognize that “we can do this!” Maine used members of existing school teams at subsequent summits to tell their stories, discuss challenges, celebrate successes, and offer practical suggestions.

Provide on-site technical assistance.

- As teams dig into the assessment and action planning processes, they have many technical questions. Providing immediate answers capitalizes on the momentum built at the summit and enables teams to create effective plans.



Lessons learned at the state level

Requirements of USDA Child Nutrition Programs are not well understood.

- People frequently want to see big changes in school meals – without a clear understanding of the financial and regulatory realities. Education about the challenges in child nutrition – and the opportunities – is essential.

The need for sustainable, environmental changes must be reinforced.

- Many teams focused their efforts on events and educational activities, such as health fairs or community presentations. Teams need frequent reinforcement to plan changes at the policy and environmental level.

Ongoing support is necessary for teams to function effectively.

- Summits are great for educating team members, for generating enthusiasm, and for developing plans. However, teams need ongoing training, outside support, and strong technical assistance to maintain their focus over time.

Technical assistance is essential for successful change.

- Given the wealth of nutrition resources available, there is no need to reinvent any wheels. Local school teams need to know which resources best fit their situation – and how to access them as efficiently as possible.



Lessons learned at the local level

Change takes time – and patience is essential.

- Successful school teams emphasized the importance of making changes slowly – of taking “baby steps” toward a bigger goal. Each small success raises awareness and provides the chance to get more people involved.

Aggressive approaches can backfire.

- Some team members lacked the skills to work effectively with foodservice personnel to achieve change. In several Maine situations, school nutrition staff felt alienated by the aggressive approach of other team members.

Communication, communication, communication.

- Communication is critical at all levels. Local teams and state staff need to communicate regularly. School team members need to communicate with each other and with the community, especially with kids and parents.

Marketing is necessary to “sell the sizzle.”

- Education and communication are not enough to make changes. Teams need to sell staff, students, and families on the benefits of nutrition and physical activity – and on the connection between health and success at school.

It’s easier to build on existing programs than to start new ones.

- Too many issues and projects often overwhelm people in schools. Whenever possible, keep things simple by integrating nutrition changes into existing or ongoing programs, like CATCH, coordinated school health, or staff wellness.

Support from administration is incredibly important.

- Although anyone can be a champion for change, support from school boards, superintendents, and building principals is vital. Teams need to invest the time and energy to get, and maintain, administrative commitment to change.

School teams need strong and consistent leadership.

- The leader needs to be someone who will constantly pull the team together and help all members maintain their focus on the important issues. Team leaders can also reinforce, and celebrate, all the small steps toward success.

Team diversity is a major asset.

- Teams with a diverse mix of members seem to be the most effective and to last longer. The most successful Maine teams included representatives from foodservice, education, administration, health care, and the community.

KEY CONTACTS

For more information about ***The Maine Model*** and specifics about the Maine ***Changing the Scene*** summits, contact:

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Mary Moody, Education Specialist
Maine Department of Education, Child Nutrition Services
23 SHS, 5th Floor, Augusta, Maine 04333
Phone: 207-624-6876
mary.moody@maine.gov

For more information about USDA's Team Nutrition and the ***Changing the Scene Toolkit***, contact:

Team Nutrition (US Department of Agriculture)
3101 Park Center Drive, Room 632
Alexandria, VA 22302
Phone: 703-305-1624
www.fns.usda.gov/tn/

For more information about CDC's ***School Health Index*** and other coordinated school health programs, contact:

National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
Division of Adolescent and School Health
4770 Buford Hwy, NE, Mailstop K29, Atlanta, GA 30341
Phone: 770-488-6100
www.cdc.gov/HealthyYouth/

SUMMIT MATERIALS

The following items from the 2004 Maine ***Changing the Scene*** summit illustrate the types of materials developed by the planning committee and distributed to participants:

- Summit invitation brochure
- Agenda (1½ days)
- Menus (1½ days)
- Catering guidelines
- Evaluation form
- Team binder contents
- Participant folder contents
- Team planning timeline
- Recommendations for funding (guidelines for use of \$500 grant)
- Action planning form
- Team building activity (Characteristics of a Penny)
- Handouts by Dayle Hayes and Eat Right Montana
- Sit for 60, Move for 3
- Fitting In Fitness
- Nutrition Services in Maine Schools: Joint Position of the Maine Dietetic Association and the Maine School Food Service Association

The Maine Nutrition Network invites you to



May 6 & 7, 2004
Atlantic Oakes By-The-Sea
Bar Harbor



Improving the School Nutrition Environment

The Maine Nutrition Network is a statewide coalition of over 200 individuals and partner organizations established by the Maine Department of Human Services, Bureau of Health and the Edmund S. Muskie School of Public Service, University of Southern Maine.

This 1½ day Summit will:

- ♦ provide *school teams* with knowledge, skills and resources to create and support healthy nutrition and physical activity environments in Maine schools.
- ♦ provide networking time with other school teams.
- ♦ provide an opportunity to learn from national and state speakers.

Agenda

Day 1

7:00-8:30am	Registration & Yummy Breakfast
8:30-Noon	Presentation by Dayle Hayes; nationally known for her work on child nutrition
Noon	Delicious Heart Healthy Lunch!
1:00-5:00pm	“What’s in Your CTS Kit?” Presentations by an experienced School Team and Mary Moody, Department of Education Action Plan Brainstorming with your Team
6:30-7:30	Dinner and Networking

Day 2

6:30	Early Morning Physical Activity
7:00-8:30	Breakfast
8:30-noon	Linking goals to the 6 components of a healthy school nutrition environment Action Planning with your Team Reporting out Goals & Objectives
12:15 -12:30	Lunch & Wrap-up with Door Prizes

Objectives:

By the end of the Summit, you will be able to:

- ♦ list the *Dietary Guidelines for Americans 2000*.
- ♦ identify ways to make the healthy choices become the easy choices.
- ♦ identify ways for physical activity to be a part of every school day.
- ♦ develop an action plan designed to improve the school nutrition and physical activity environment.
- ♦ create school policies that support healthy food choices.

Districts who have **NOT** attended a *Changing the Scene Summit* should select a team of 3-5 members.

There are **2 required members of your team**.

- ♦ An administrator, such as a superintendent, principal, school health coordinator, etc.
This is the first required member of your team.
- ♦ A school food service director.
This is the second required member of your team.
- ♦ 1-3 other team members that could include a school nurse, health teacher, classroom teacher, school board member, athletic director or parent.

Please note: You must designate one of your team members as your **Team Leader**. This person receives correspondence for the entire team.

Registration information for Groups A and B:

(Please choose your Group listed in the yellow insert)

- ♦ Please register early! Teams will be accepted on a first come, first serve basis. *Each team member must attend the entire Summit.*
- ♦ Overnight accommodations will be provided to participants at no cost. *See registration form for details.*
- ♦ Room reservations will be based on double occupancy.
- ♦ Meals and materials on May 6 & 7 will be provided.

Registration information for Group C:

(Please choose your Group listed in the yellow insert)

- ♦ Overnights and meal accommodations will be available for a fee of \$185.00 per person. This fee must accompany the registrations to assure your reservation. *Checks should be made out to USM.*
- ♦ Fees for one school food service director per team will be paid in full by Maine School Food Service Association.

All travel costs are the responsibility of the participants.

Summit Agenda



Day 1:

- 7:00** **Registration and Breakfast**
- 8:30** **Welcome and Introductions**
Judy Gatchell, MS, RD, LD (Maine Nutrition Network)
- 9:15** **Team Building Exercise**
Sarah Platt, MS, RD (Maine Dairy and Nutrition Council)
Jaime Hebert (Project Assistant, Maine Nutrition Network)
- 9:45** **Break**
- 10:00** **What's the Problem, What's the Solution?**
Dayle Hayes, MS, RD (Nutrition for the Future, Inc.)
- 12:00** **Lunch**
- 1:00** **Fitting in Physical Activity**
Jenny Gott (School Health Coordinator, Mt. Desert Schools)
- 1:30** **Making It Happen:**
Dayle Hayes, MS, RD (Nutrition for the Future, Inc.)
- 3:00** **Physical Activity Break**
Amy Root, MPH
(Physical Activity Specialist, University of Southern Maine)
- 3:15** **School Nutrition Programs:
More Than Lunch on a Tray**
Mary Moody (Dept. of Education, Child Nutrition Programs)
- 4:15** **Everything You've Ever Wanted To Know and
Haven't Had Time To Ask**
Open Forum with Dayle Hayes and Mary Moody
- 5:00** **Break**
- 5:15** **Walk around shore trail**
- 6:30** **Dinner**

Day 2:

- 6:30** **Physical Activity Options (weight room, walk, pool)**
Walk around Eagle Lake
- 7:00** **Breakfast/Checkout**
- 8:30** **Details, Details, Details:**
Explanation of Planning and Follow-up Trainings
MaryAnn Bennett, MS, RD, LD
(Project Specialist, Maine Nutrition Network)
- 9:00** **Designing an Action Plan**
Jenny Gott (School Health Coordinator, Mt. Desert Schools)
- 9:30** **Action Planning with Your Team**
Dayle Hayes and staff
- 11:30** **Reporting out Goals/Objectives and Next Steps**
Dayle Hayes, MS, RD (Nutrition for the Future, Inc.)
- 12:00** **Wrap-up and Door Prizes and Box Lunch To-Go**
Judy Gatchell, MS, RD, LD (Maine Nutrition Network)

Menu: Day 1



Breakfast:

- **Whole Fresh Fruit** (bananas, oranges, apples)
- **Breakfast Burrito with Salsa*** (whole wheat tortillas, if available)
- **Low-fat and bran muffins**
- ***Stonyfield Farms* Yogurt** (low-Fat or non fat, flavored and vanilla)
- **English Muffins**
- **Margarine and Butter**
- **Jam and/or jelly**
- **Assorted Juices (100% Fruit Juice)**
- **Beverages: Coffee, Tea, Decaf, Milk** (1% and skim), **Bottled Water, Half/Half and 1% Milk for coffee**

Lunch:

- **Minestrone Soup or Vegetable Soup** (with vegetable base)
- **Vegetable Chili***
- **Whole Grain Bread**
- **Baked Potato Bar:**
 - Steamed Broccoli
 - Roasted vegetables (carrots, onions, red/green peppers)
 - Salsa
 - Grated Cheddar Cheese
 - Low-fat Cottage Cheese
 - Green Onions or Chives
 - Light Sour Cream
 - Margarine and Butter
- **Cole Slaw**
- **Fruit Cup with Sherbet**
- **Beverages: Coffee, Tea, Decaf, Sparkling Water, Milk** (1% and skim), **Bottled Water, Half/Half and 1% Milk for coffee**
NO SODA

Mid-Afternoon Break:

- **Coffee, Tea, Decaf Coffee, Half/Half and 1% Milk for coffee**
- **Maine Apple Cider**
- **Fresh Maine Apples**
- **Cheese and Crackers**
- **Bottled Water and Sparkling water**

Dinner:

- **Pasta Bar**
 - Spaghetti and Penne (one to be whole wheat)
 - Plain Red Sauce (vegetarian)
 - Lentil Sauce*
 - Vegetable Marinara
 - Grilled Chicken
 - Low-fat Seafood Alfredo
- **Green Beans**
- **Leafy Green Salad with Low-fat Dressings**
- **Whole Grain Rolls**
- **Nantucket Cranberry Pie** (with real whipped cream)
- **Beverages: Coffee, Tea, Decaf, Cider, Iced Tea, Bottled Water and Sparkling Water, Half/Half and 1% Milk for coffee**
NO SODA

Menu: Day 2

Breakfast:

- **Whole Fresh Fruit**
- **Ployes Buckwheat Pancakes with Real Maple Syrup**
- **Bagels** (whole grain, flavored, and plain)
- **Stonyfield Farms Yogurt** (low-fat or non fat, flavored and vanilla)
- **Margarine and Butter**
- **Jam and/or jelly**
- **Light Cream Cheese**
- **Assorted Juices** (100% Fruit Juice)
- **Beverages: Coffee, Tea, Decaf, Milk** (1% and skim), **Bottled Water, Half/Half and 1% Milk for coffee**

Box Lunch:

- **Turkey and Cheese Wraps** (with light mayo)
- **Hummus Vegetable Wraps**
- **Carrot and Raisin Salad** (low-fat)
- **Pretzels**
- **Oatmeal Raisin*/Whole Wheat Sugar Cookies***
- **Whole Fresh Fruit**
- **Beverages: Coffee, Tea, Decaf, Milk** (1% and skim), **Bottled Water, Half/Half and 1% Milk for coffee**

*** These USDA Team Nutrition recipes were provided to the facility by the summit planners. ISPI Catering Guidelines (see next page) were also followed.**

Catering Guidelines

Institute for Public Sector Innovation (IPSI)

The purpose of these guidelines is to assure the availability of healthful food choices at IPSI sponsored events. The following guidelines should be shared with all caterers providing services to IPSI.

For additional information, please call (207) 626-5200 and ask for Chris Sady or Judy Gatchell.

For catered meals and snacks:

- ♥ Fresh fruit and vegetable choices are offered.
- ♥ When soda is offered, juice is also available.
- ♥ When juices are served, 100% fruit juice choices are offered.
- ♥ Water is always available as a beverage choice.
- ♥ 1% fat or skim milk are offered as a beverage.
- ♥ When these spreads are offered, soft margarine and reduced-fat and/or non-fat cream cheese are available.
- ♥ When chips are offered, baked varieties and/or pretzels are available.
- ♥ When serving coffee and tea, reduced fat milk will be a choice along with half and half or creamer.

For catered meals:

- ♥ When more than one entrée is offered, one will be vegetarian.
- ♥ When a variety of breads is offered, at least one choice will be whole grain.
- ♥ Reduced fat or fat free cheeses (i.e., hard cheeses, such as cheddar and mozzarella, and soft cheese, such as ricotta and cottage cheese) will be used in the preparation of entrees and sauces.
- ♥ Low-fat or fat free salad dressing and mayonnaise will be offered as an option.
- ♥ Mayonnaise based salads will be prepared with reduced-fat mayonnaise or other low-fat ingredients, i.e. yogurt.
- ♥ If meat is offered as an entrée, on deli platters or in sandwich fillings, lean meats will be used.
- ♥ Skin will be removed from poultry.
- ♥ Cooked foods will be baked, broiled, steamed, or poached and not fried.
- ♥ When prepared foods are served, low salt versions will be used when available.

Changing the Scene Summit

May 6 & 7, 2004

Atlantic Oaks by-the-Sea, Bar Harbor, Maine

Please write as many comments as you can. All information on this form is confidential.

Meeting Space & Food <i>Atlantic Oaks, Bar Harbor, Maine</i>	Poor	Below Average	Average	Good	Very Good
Meeting Space	1	2	3	4	5
Food	1	2	3	4	5

Comments:

Sessions and Speakers:		Poor	Below Average	Average	Good	Very Good
What's the Problem, What's the Solution? Thursday, Day 1, 10:00 AM	<i>Dayle Hayes</i>	1	2	3	4	5

Comments:

Fitting in Physical Activity Thursday, Day 1, 1:00 PM	<i>Amy Root</i>	1	2	3	4	5
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Comments:

Making it Happen Thursday, Day 1, 1:30 PM	<i>Dayle Hayes</i>	1	2	3	4	5
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Comments:

School Nutrition Programs: More than Lunch on a Tray Thursday, Day 1, 3:15 PM	<i>Mary Moody</i>	1	2	3	4	5
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Comments:

Everything You've Ever Wanted to Know and Haven't Had Time to Ask Thursday, Day 1, 4:15 PM	<i>Dayle Hayes & Mary Moody</i>	1	2	3	4	5
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Comments:

Designing an Action Plan Friday, Day 2, 9:00 AM	<i>Jenny Gott & Susan Berry</i>	1	2	3	4	5
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Comments:

Action Planning With Your Team Friday, Day 2, 9:30 AM	<i>Dayle Hayes</i>	1	2	3	4	5
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Comments:

What did you find to be most valuable?

Additional Comments/Suggestions:

Team Binder Contents:

(Sources listed after each item)



- **Walk to School Initiatives; Take Steps Towards A Better Way**
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm
- **Portion Sizes and School-Age Children: Trends, Effects, Solutions**
www.eatsmartmovemorenc.com/resources/modules/portion sizes/index.php
- **Physical Activity Break/Sit for 60, Move for 3**
(Included)
- **National Food Service Management Institute Resource Guide**
www.nfsmi.org/index.html
- **Improving School Health: A Guide to the Role of the School Health Coordinator from the American Cancer Society**
www.nsba.org/site/doc_schoolhealth_abstract.asp?TRACKID=&CID=1116&DID=28292
- ***Changing the Scene* Planning Timeline For Action Planning**
From *Changing the Scene Toolkit*: order form at www.fns.usda.gov/tn/Resources/changing.html
- **Healthy Fund raiser Ideas**
www.edcenter.info/AFHK/tools/facts.php
- **Healthy School Nutrition Environment**
www.wdairy council.com/htmlpages/healthyschoolnutrition.pdf
- **Make the Grade**
<http://www.fns.usda.gov/tn/Resources/makethegrade.pdf>
- **Healthy Foods and Healthy Finances: How Schools are Making Nutrition Changes that Make Financial Sense**
www.edcenter.info/AFHK/tools/facts.php
- **Fact Sheet – Impact of Competitive Foods on the National School Lunch Program and School Breakfast Program**
www.edcenter.info/AFHK/tools/facts.php
- **How to Make a Healthy School Environment**
www.foodplay.com/free/freehome.html
- **Breakfast for Learning**
www.frac.org/pdf/breakfastforlearning.PDF
- **Texas Public School Nutrition Policy**
www.agr.state.tx.us/foodnutrition/policy/food_nutrition_policy.pdf

- **Joint Position of Maine Dietetic Association and Maine School Food Service Association: Nutrition Services in Maine Schools**
(Included)
- ***Changing the Scene* Action Plan with Sample Goals and Objectives**
From *Changing the Scene Toolkit*: order form at www.fns.usda.gov/tn/Resources/changing.html
***Changing the Scene* Action Plan Template**
(Included)

Participant Folder Contents:

- **VERB (You Inspire Strong Minds) Pamphlet**
www.cdc.gov/HealthyYouth/PhysicalActivity/brochures/
- **Agenda**
(Included)
- **Evaluation Form**
(Included)
- **Dietary Guidelines for Americans Booklet**
www.health.gov/dietaryguidelines/
- **Handouts from Dayle Hayes and Eat Right Montana**
(Included)
- **Statistics: Eating Disorders and their Precursors**
www.nationaleatingdisorders.org/
- **Guidelines for Childhood Obesity Prevention Programs: Promoting Healthy Weight in Children**
www.healthyweight.net/childgui.pdf
- **Schools, Kids and Weight Fact Sheet**
(Included)
- **Summit Attendees and their contact information**



Planning Timeline for Teams

May 6 & 7, 2004	<i>Changing the Scene</i> Summit, schedule two follow-up team meetings to continue development of your action plan.
May 10 – May 30, 2004	Work on your <i>Changing the Scene</i> Action Plan with your team.
May 31 – June 4, 2004	Complete the final draft of your Action Plan with your team.
June 7, 2004	Action Plans are due! Submit your Action Plan using the Maine Nutrition Network Website www.maine-nutrition.org .
June 8 – August 1, 2004	Maine Nutrition Network reviews your plans.
September 23, 2004	Follow-up training date for Augusta Area. Mark your calendars!



Recommendations for Funding

In an effort to improve your school nutrition and physical activity environment you have been awarded \$500.00. These funds are to assist you with implementation of your action plan. Listed below are recommendations for use of the funding.

- **Meeting Expenses:** working meetings might incur expenses such as space rental, healthy refreshments and reproduction of meeting materials. Advocacy meeting might include spreading the message to parent teacher organizations or holding Nutrition Advisory Council meetings.
- **Travel Expenses:** mileage reimbursement to bring team members or staff together to attend school environment related trainings
- **Staff time:** additional staff time needed for planning and/or implementation of the action plan might necessitate the need for staff time reimbursement
- **Nutrition and Physical Activity Curricula:** educational resources like CATCH, Planet Health and Generation Fit, which focus on and support creating environmental changes in your school year after year may be purchased especially when combined with teacher training
- **School Food Service Resources:** software programs, educational resources and permanent structures such as serving carts for fresh fruit and vegetables or vending machines that assist Child Nutrition Professionals in creating and offering healthy food choices served in a pleasant eating environment
- **Marketing tools:** promotional table tents, posters, signage, and other display materials which contribute to improving the school nutrition and physical activity environment



Team Action Plan

Date: _____

Team: _____

**Team
Leader:** _____

The six components of a healthy school nutrition environment (see Guide to Local Action):

1. A commitment to nutrition and physical activity
2. Quality school meals
3. Other healthy food choices
4. Pleasant eating experiences
5. Nutrition education
6. Marketing

Goal I

Objective:

Major Activities	Materials and Resources needed	Person(s) responsible	Timeline	Evaluation

Objective:

Major Activities	Materials and Resources needed	Person(s) responsible	Timeline	Evaluation

Goal II

Objective:

Major Activities	Materials and Resources needed	Person(s) responsible	Timeline	Evaluation

Objective:

Major Activities	Materials and Resources needed	Person(s) responsible	Timeline	Evaluation

CTS Team Building Activity

Characteristics of a Penny

Instructions:

1. Ask each group or table to brainstorm together all the characteristics of a penny- *Without looking at a penny!* They should write down as many characteristics as they can in the given time frame (3-4 minutes).
2. Ask people to call out some of the characteristics they had listed and record on a flipchart.
3. Now, hand every person a penny. Give people a minute to look over the penny and find some things they missed.

General

Copper colored
Rim around edge on both sides is raised
The front and back are inverted with respect to each other
The diameter is 3/4-inch
The thickness is approximately 1/16-inch
Its weight is approximately 1/6-ounce
The external rim is smooth on the outside

Front

Abraham Lincoln's portrait, facing to his left
The word "Liberty" at his back
The year at his front
"Mint mark" under year (sometimes)
The words "In God We Trust" at the top

Back

"One cent" written on bottom
"United States of America" written on top
Lincoln Memorial (12 columns)
"E Pluribus Unum" above memorial
Small statue of Lincoln in the center of the Lincoln memorial

4. Once people have looked at their pennies, ask for some feedback on the characteristics that were missed. Then use the following questions for discussion to tie the activity to the work they have ahead of them for *Changing the Scene*:
 - To what degree is it true in your jobs that "it's the little things (like forgotten characteristics of a penny) that will get you?"
 - How can we increase our individual (and daily) attention to important details?
 - How can individuals see something as common as a penny almost daily, yet not "see" its characteristics?
 - How does this activity tie into the things you see (or don't see) every day in your schools and/or districts?

Making Health Happen in YOUR School

Seven Guiding Principles

ANYONE can be a champion for change.

Kids will buy (and enjoy) nourishing foods and beverages.

You can make money marketing healthful options to kids.

Big successes develop from a series of small steps.

Effective partnerships are built one relationship at a time.

There is no need to reinvent any wheels.

There is no need to reinvent any wheels.

SCHOOLS, KIDS and WEIGHT FACT SHEET

Why should schools care about weight, nutrition, and activity?

There is a strong link between children's health and academic achievement. Fit, healthy children are ready to learn – and better able to take advantage of all school programs. By supporting healthy eating and regular physical activity, schools can improve student performance and achievement.

- Healthy eating habits can help improve attendance, energy levels, classroom participation, school behavior, test scores, and academic success. Research also shows that good nutrition can help reduce fatigue, irritability, apathy, anxiety, depression, infections, and schools absences.
- Overweight children and those with chronic diseases may be at a higher risk for school problems due to more frequent absences and lower self-esteem.
- Physical fitness also helps to boost brainpower. Studies show that children with higher levels of fitness perform better on standardized tests.

What are the facts about US kid's weight, nutrition, and activity?

- In a 2001 survey, 15 percent of US children 6 to 19 were overweight (triple the number in 1980), while another 15 percent were at risk of overweight. More than 10 percent of preschool children (ages 2 to 5) were overweight.
- Type 2 diabetes, previously considered an adult disease, has increased dramatically in children and teens, especially those who are overweight.
- There has been a significant decrease in youth physical activity. Nearly half of adolescents aged 12 to 21 years are not vigorously active on a regular basis. About 14 percent of young people report no recent physical activity. Inactivity is more common among females than males.
- Children eat only half the recommended servings of fruits and vegetables. Experts estimate that only 1 in 5 kids gets "5 A Day." Over 50 percent of kids' snacks are cookies, desserts, potato chips, salty snacks, candy, and gum. Only 16 percent of snacks are fruits – and only 1 percent are veggies.
- American per capita soft-drink consumption has increased almost 500 percent over the past fifty years. On average, adolescents get 11 percent of their calories (about 15 teaspoons of sugar) from soft drinks per day. At the same time, milk consumption and calcium intake has declined dramatically.

Prepared by Dayle Hayes, MS, RD (July 2004) ~ EatWellatSchool@aol.com

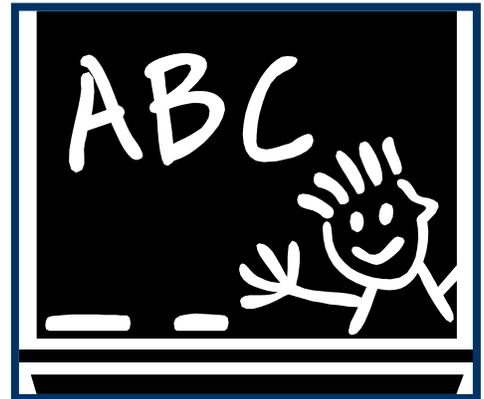
NUTRITION and PHYSICAL ACTIVITY Work for Student Success at School

By improving:

- ✓ **Academic success**
- ✓ **Attendance**
- ✓ **Behavior**
- ✓ **Energy levels**
- ✓ **Participation**
- ✓ **Test scores**

By reducing:

- ✓ **Absences**
- ✓ **Anxiety**
- ✓ **Apathy**
- ✓ **Depression**
- ✓ **Fatigue**
- ✓ **Infections**
- ✓ **Irritability**



These simple strategies ...

- ... are low in cost.
- ... involve easy steps.
- ... have proven results.
- ... are supported by local, state,
and national efforts.

Prepared by Dayle Hayes, MS, RD (July 2004) ~ EatWellatSchool@aol.com

BREAKFAST BOOSTS BRAINPOWER

WHY?

Research has repeatedly shown that a balanced breakfast enhances learning, performance, and health for both children and adults. Eating breakfast is a simple way to feel better and look better.

- Children who eat breakfast are better able to recall information, problem solve, think critically, and perform well on standardized tests than those who skip breakfast.
- Breakfast, at home or school, helps improve the overall nutrient intake for children of all ages. Kids who skip breakfast miss brain food – as well as calcium, iron, zinc, and fiber.
- Eating breakfast can really help weight management. Breakfast skippers tend to eat more later in the day (making up for missed calories) – and to weigh more than breakfast eaters.

WHAT?

If you want to stay in tip-top shape mentally and physically, any old breakfast won't do. A donut or a soft drink provides a load of simple carbohydrates that are used up within an hour or two, leaving you hungry, tired, fidgety, and inattentive. The best breakfast is a combination of three items to sustain energy and concentration for several hours. Providing a variety of foods gives everybody the nutrients and energy they need to feel good and do well in school (and at work).

1. **High-energy carbohydrates:** Grains (like cereals, bread, and rolls) provide complex carbs for breaking your morning 'fast' – along with B-vitamins, fortified iron, and fiber.
2. **High-quality proteins:** A source of lean or low-fat protein – like yogurt, cheese, milk, eggs, or sliced meat – is essential for sustained energy and for brain nutrients like zinc and iron.
3. **Colorful fruits and vegetables:** A vitamin pill or glass of juice cannot replace the nutrient bundle in nature's fast food. So, grab an apple, a banana, a kiwi fruit, or a bag of baby carrots.

HOW?

Busy families need quick breakfast solutions that fit their lifestyles. It's quick and easy to build a balanced breakfast wherever you eat. Try one of these delicious breakfast combos tomorrow – and watch your family rise and shine – all day long.

- **Breakfast at home:** If you have time for a leisurely breakfast, eggs with Canadian bacon or pancakes and fruit are wonderful. If you're rushed, choose whole grain cereal with fruit and milk; English muffin pizza with cheese and sauce; or a creamy yogurt smoothie and a muffin.
- **Breakfast-to-go:** Need to eat in the car or on a school bus? No problem! Choose a portable yogurt with an apple and a muffin; a PB & J on whole wheat with a "chug" of milk; a slice of leftover cheese pizza and a banana; or a tortilla wrap with a slice of deli meat and cheese.
- **Breakfast at school:** Check out the healthy breakfast options served up by the child nutrition professionals at your local school. A 1999 USDA study showed that kids who ate breakfast at school had the best overall diet quality. If your school doesn't have a breakfast program, talk to the principal about getting one started.



**Celebrating
Healthy
Families**

FITNESS BOOSTS BRAINPOWER

WHY?

The benefits of physical activity are physical, mental and cognitive. This means that active fit kids are healthier, they do better in school, and they feel better about themselves and their bodies.

- Many studies show a connection between increased physical activity and increased levels of alertness, mental function, and learning – as well as improved mood and behavior.
- A 2002 California Department of Education study provided “compelling evidence” that 5th, 7th, and 9th grade children who are physically fit performed better academically.
- Being active is one way to get kids on the right track for a long and healthy life. Active kids (and families) have lower weights, healthier growth patterns, and a reduced risk of diabetes.

WHAT?

Like adults, kids need a variety of physical activities to stay in tip-top shape physically and mentally. A healthy, active lifestyle for young children does not mean boring exercise classes or hours in the gym. Children benefit most from activities that gradually increase their skill level – and that are fun to do! If kids enjoy moving their bodies when they are young, they will find healthy ways to be physically active for their whole lives.

- **Aerobic activities:** Anything that uses the large muscles in your arms and legs is a good way to work your heart and lungs – like walking, biking, swimming, dancing, skiing, or skating.
- **Strength activities:** Kids need simple, age-appropriate tasks to build muscles and strength levels – like throwing balls, carrying things around the house, or helping in the garden.
- **Balance activities:** These fitness activities may be especially important for boosting brainpower – since they improve concentration and eye-hand coordination.

HOW?

When it comes to kids and fitness, there is no one-size-fits-answer. Different children and different families do better with different activities. The key is to find an activity or several activities that work for your family – and that can be done on a regular basis.

- **Walking to school:** This brain-boosting activity is a no-brainer. No cost, no hassle, no fancy equipment. Walking (or riding a bike) to school with your kids is an easy way to fit your own fitness in too! For more information and tips, visit www.walktoschool.org/
- **School-based programs:** Most schools offer PE classes, as well as competitive and intramural sports. Some schools are also beginning to offer fitness programs – like walking clubs. If your school doesn’t have one, perhaps you can help get one started.
- **Community-based programs:** Many towns have classes or teams for almost any sport your children might want to play. If your kid is not one for teams and competitions, choose individual activities like biking or in-line skating (also good ways for parents to stay active!).



**Celebrating
Healthy
Families**

Making It Happen in YOUR School

What will OUR SCHOOL do to support healthy kids for a successful future?

Make a commitment to nutrition and daily physical activity.

Serve quality schools meals ~ breakfast, lunch, and/or snacks.

Promote nourishing food options throughout the school.

Create pleasant eating experiences for students and staff.

Provide educational nutrition and fitness activities in all grades.

Market nutrient-rich foods to students, staff, and families.

Integrate opportunities for physical activity into every day.

Prepared by Dayle Hayes, MS, RD (July 2004) ~ EatWellatSchool@aol.com

What can schools do to improve nutrition and fitness?

There are many easy and effective ways for schools to help students, families, and communities improve nutrition, physical fitness, and overall health. Small changes can lead to big improvements in behavior, attitude, and academic achievement.

- Schools can make a public commitment to healthy eating by establishing **nutrition policies and standards** for all foods and beverages at school.
- Schools can provide **clear and consistent messages** about the importance of nutrition and physical activity to success in school and to lifelong health.
- Schools can serve **high-quality meals (breakfast, lunch, and/or snacks)** and offer nourishing choices in vending machines and a la carte sales.
- Schools can provide a **pleasant, relaxed atmosphere** in cafeterias and other areas so that children and adults have plenty of time to eat together.
- Schools can promote **tasty, healthful choices** like fresh produce, yogurt, low-fat milk, water, and 100 percent juice as snacks and classroom treats.
- Schools can **limit student access** to foods and beverages high in sugar and fat and to those of minimal nutritional value.
- Schools can increase demand for nutrient-rich food and drink choices by developing **effective marketing strategies** with foodservice partners.
- Schools can link the classroom and cafeteria with **appropriate educational nutrition and food activities** at all grade levels.
- Schools can provide **quality physical education and regular physical activity** for all students with in-class and after-school activities.
- Schools can “walk the talk” by supporting **staff wellness programs** and other opportunities for faculty and parents to model healthy behaviors for students.
- Schools can support **family involvement** in nutrition and fitness through school-based events, educational opportunities, and take-home materials.
- Schools can participate in **positive fundraising programs** that sell healthful foods (like fresh fruit) or non-food items (like children’s artwork).

Prepared by Dayle Hayes, MS, RD (July 2004) ~ EatWellatSchool@aol.com

Making Change Happen in YOUR School

What strategies can OUR SCHOOL use to improve the nutrition environment?

1. Establish nutrition standards for competitive foods.

2. Address food and beverage contracts.

3. Make more healthful foods and beverages available.

4. Adopt marketing techniques to promote healthful choices.

5. Limit student access to competitive foods.

6. Use healthful fundraising activities and student rewards.

Prepared by Dayle Hayes, MS, RD (July 2004) ~ EatWellatSchool@aol.com

Making Health Happen in YOUR School

Lessons Learned

Change takes time – and patience is essential.

Support from administration is incredibly important.

It's good to include as many different people as possible.

Few people understand the realities of child nutrition programs.

It's easier to build on existing programs than to start new ones.

It's ALL about marketing.

Sit For 60, Move For 3

Classrooms Using Computers Watching Television

At Meetings

At Events



Physical Activity Break Guideline

All periods of sitting lasting more than 60 minutes will include a physical activity break of at least 3 minutes for every hour of sitting.

Examples of Move For 3 Physical Activity Breaks

- Going up and down a few flights of stairs
- Walking back and forth in a nearby hallway
- Taking the stairs to go outside and walk around the building
 - Stretching, jogging, or marching in place

Sit For 60, Move For 3

The current recommendation regarding physical activity is **to accumulate 30 minutes of moderate activity on most days of the week.** One of the best strategies to increase physical activity is to fit it into your daily routine. At work or school that can mean taking small breaks in the day to be physically active. The **Sit For 60, Move For 3 Guideline** will encourage and support this behavior.

Sit For 60, Move For 3 Guideline

All periods of sitting lasting more than 60 minutes will include a physical activity break of at least 3 minutes for every hour of sitting time.

*To ensure the **Sit For 60, Move For 3 Guideline** is put into action always designate one person to announce the time for a physical activity break.*

To be a leader in the **Sit For 60, Move For 3 Guideline**, you can conduct a **Move For 3** group activity break right at the meeting table. See the reverse side for an example.

Considerations for Move For 3 Group Activity Leaders

1. Always begin by reminding folks that they have the option to not participate in the group activity break. Not every body can move in every direction—Always begin by stating that each activity is a choice and individuals need to be responsible for their own safety.
2. Always show the easiest form of the activity first and state that the next step is only an option.
3. Keep in mind how people are dressed and be respectful with the activities. For example bending forward to touch your toes may not be comfortable for a woman wearing a short skirt.
4. Continually use phrases that encourage options for participation like:
 - If you choose you can...
 - If it is comfortable for you, you can try...
 - If this is not working for you, try this instead...
 - If you want to sit this one out that is fine...
 - Feel free to stop when you need to...
5. Keep it simple and keep it moving.

Amy Root, Maine Nutrition Network (207) 626-5032

Fitting In Fitness

Action Alphabet (gamecentralstation.com)

- Have students get into pairs and give each pair a set of alphabet cards.
- One student fans the alphabet cards out face down for the second student.
- The second student chooses a card, looks at it and shows it to the partner and sets it aside then acts out a word that begins with the letter until the partner guesses what it is.
- Students continue to switch roles until all cards have been used or for 10 minutes.

Place Value Toss (shop5aday.com \$1.99 each)

- Divide the group into teams of four.
- Have them line up behind one another.
- Give the group a number challenge such as 4965. Explain that each basket represents a different value; ones, tens, hundreds, thousands.
- They have 30 seconds to fill the baskets with the correct values.
- The first person in line tosses 4 fruits and veggies into the thousands basket and runs to the end of the line.
- The second person in line tosses 9 fruits and veggies into the hundreds basket and so on until the group thinks they have the right answer.
- Everyone then sits on the floor.
- If they are correct they get one point.
- Play for 5-10 rounds.

Dicey Math (flaghouse.com 1-800-793-7900 \$12.95)

- Divide the group into 6 small groups.
- Each group sits in a circle and is given the three dice.
- The teacher calls out one of the following computations: add, subtract, multiply or divide (depending on grade level)
- Each small group rolls their 3 dice.
- One person adds (or other computation) the numbers on the dice and calls out the answer. The group then agrees on the answer or helps with correcting the answer.
- The entire group then performs the exercise shown on the exercise die for the number of times corresponding to the correct answer.
- Going around in the circle, each student takes a turn rolling the dice and calling out the answer to the computation of the dice.

Rhythm Math

- Each handclap counts as 1. Each foot stomp counts as 5. Each knee slap counts as 10.
- Do a few practice examples as a group. Can you count to 32? How old are you? What is 5×7 ?
- Then hand out a series of math problems to do in pairs.
- Check your physical answers with the pairs next to you.
- The entire class should be quiet except for the noise of hands clapping, knees slapping and feet stomping.

Stories in Space (take10.net)

This type of activity can be modified for any subject area.

- All students stand up and away from their desks.
- The teacher reads the story and pauses after each action word.
- The students perform the action until the next action word is given.
- Repeat the story a few times for more activity and repetition.
- Homework assignment for older kids: Make up a story based on the current lesson issues. Include an action word in every other sentence. Be prepared to read it aloud to the class.

Build A Healthy Diet

- All students march or jog in place
- The teacher calls out a movement for the round, such as jumping jacks
- The teacher then calls out a food such as apple
- The students call out the highest recommended servings per day (5)
- Students then count out loud as they perform the activity (5 jumping jacks)
- The teacher calls out a new movement and new food and repeats this 10-15 times
- When fats and oils are called out students should squat down really low and say "sparingly"
- This activity can be accompanied by this chorus: WE NEED FOOD FOR ENERGY, IT'S GOOD TO EAT A VARIETY. BREADS, VEGGIES, FRUIT AND MEAT, A DAIRY PRODUCT OR A TREAT. GIVE US A FOOD AS WE MARCH AWAY, WE'LL TELL WHICH GROUP AND THE SERVINGS PER DAY.

For more ideas or information contact: Amy P. Root, MPH,
Edmund S. Muskie School of Public Service, (207) 626-5032, amy.root@maine.gov

Joint Position of the Maine Dietetic Association and the Maine School Food Service Association Nutrition Services in Maine Schools

It is the position of the Maine Dietetic Association and the Maine School Food Service Association that Maine schools provide an environment to support nutrition education, encourage the consumption of healthy foods, and promote regular physical activity. In this context, the foods served within the school lunch program and competitive foods should exemplify what constitutes healthy foods. The Associations also believe that a comprehensive approach towards the improved health of our children needs to come from a partnership of the schools, parents, and community.

RATIONALE:

There is numerous evidence to support the worsening health and rising obesity in American children. Many children consume at least one third of their daily food intake in the school setting. Having healthy foods available could contribute to better nutrient intake and a more appropriate level of calorie consumption. Good nutrition provides the foundation for student growth, development, and learning. Healthy eating can improve academic performance, attendance, mood, alertness, and behavioral issues.

By the schools modeling healthy food choices, children will be receiving a message consistent with nutrition information taught in the classroom. Behavior changes are more permanent if there is the opportunity to put the information received into action. By children practicing healthy eating behaviors at school, they are more likely to extend these behaviors into the home and into later life.

Evidence also points to the need for children to be more physically active. Schools should provide adequate time for children to participate daily in moderately vigorous physical activity as recommended by federal guidelines (U.S. Surgeon General's Report; U.S. Dietary Guidelines).

RECOMMENDATIONS

Improve Nutrition Education

Nutrition education should be provided for not only children, but for school administrators, teachers, staff, food service personnel, and parents. A qualified nutrition professional should be available as a consultant for each school district for such purposes and to assist the schools in developing and implementing school nutrition policies. It is recommended that at least one food service employee in each district be certified as a nutrition specialist by the American School Food Service Association.

Putting the Value of Nutrition into Action

To reinforce nutrition education in the classroom, foods served in the school environment should model healthy eating. At minimum, this includes foods served in the school lunch program, a la carte items, foods served in school stores, and all vending machines on school property. It is suggested that each district develop a comprehensive policy regarding all foods offered on school grounds. This might include but not be

limited to – fundraisers, reward systems in classrooms, concessions, school functions, corporate-sponsored teaching materials/promotionals/product giveaways.

Healthy foods would be defined as fruits, vegetables, whole grains, low fat animal protein foods, low fat dairy products, legumes/soy products, nuts, and seeds. Foods served would be relatively low in fat (especially saturated fat), sugar, and sodium (see Appendix for specific recommendations). This would exclude sodas, sports beverages, candy, a number of high fat/high sugar/nutrient-poor snack foods, and fortified foods that do not fit into one of the above food group categories. Adding vitamins and/or minerals to a basically unhealthy food does not change it into a healthy food. (Maine’s current interpretation of “foods of minimal nutritional value,” or the “5% rule,” allows less healthy foods that are fortified to be served).

Schools should not allow marketing of less healthy food items and should instead promote the consumption of healthy food choices.

Children bringing snacks or meals to school should be strongly encouraged to make healthy food choices.

Open campuses where students are allowed to leave school grounds, especially during lunch, appear to counter healthy food policies by creating competition from fast food restaurants and convenience stores. Students should be required to remain on school grounds at least during meal service.

Adequate time should be allowed for children to consume meals. The recommendation is to provide at least 20 minutes of actual eating time per meal (not counting time spent waiting in line for food). Schools should also limit interference from other student meetings occurring during the lunch period.

Recess is often after lunch, which means that children rush through their meals, consume inadequate amounts of food, or choose less healthy foods that are faster to eat. Changing the recess format, such as to before lunch, could improve eating habits.

Improve the Value Placed on Nutrition/School Lunch Program

Currently, many school food service programs are paralyzed by financial constraints relative to serving healthier foods. There needs to be increased value placed on the role nutrition plays in our children’s health, growth, and academic success. The School Lunch Program should be financially supported similar to the academic programs in the school – out of school budgets and not required to be self-sustaining or a profit generator for the school. This would reduce the need for serving less healthy foods that provide a greater cash revenue. Additionally, states currently making more dramatic improvement in serving healthy foods are getting a higher state reimbursement rate per meal than schools in Maine.

Priority should also be placed on financially supporting health/nutrition educators in the schools and for each district to have a food service director (not just a manager). Ideally, there should be a state-level Director of School Nutrition Services (preferably a registered dietitian) to coordinate what is happening throughout the state and to serve as a state-wide resource. There should also be financial compensation for food service employees to obtain certification in nutrition. Food service employees should have time and financial compensation for periodic workshops on nutrition issues, similar to the workshops provided for classroom teachers.

At the state level, there should be funds allocated for a sufficient number of qualified personnel to regularly review whether nutrition recommendations are being met by each district. They would also serve as a resource for making improvements.

Adequate time should be allotted in the curriculum for health, nutrition and physical activity education to emphasize their importance as life skills. Knowledge acquired by children from these classes could be elevated academically by including it as part of standardized testing.

Conclusion

There is already evidence of concern for the short and long-term health of our children. It is a critical time to take action and prioritize nutrition and physical activity. Our response needs to be a comprehensive approach that involves school administration and staff, parents, and the community. What a great gift we have the chance to give our children – the potential for a long and healthy life.

The following are Appendix #1-3 and Recommended Resources for the *Joint Position of the Maine Dietetic Association and the Maine School Food Service Association Nutrition Services in Maine Schools.*

APPENDIX #1

Category	Foods Not Allowed	Foods Allowed
Beverages	Soft drinks, sports drinks, fruit punch, iced tea, other beverages containing caffeine (except chocolate milk) or added sugar, juices containing less than 50% real juice	Low fat and non-fat milk, soy milk, rice milk, and chocolate milk, juices containing $\geq 50\%$ real juice, bottled water or seltzer, other beverages without added sweeteners (natural or artificial)
Entrees/Side Dishes	Excessive portions * More than 30% of total calories from fat (excluding fat from nuts, seeds, peanut butter) More than 10% of calories from saturated fat More than 35% by weight of sugar (excluding sugars occurring naturally in fruit and dairy products)	Appropriate portions * All fruits, vegetables, legumes/soy products, lean animal protein foods, nuts, seeds, peanut butter, low or non-fat dairy products
Desserts/Snack Foods/Grain foods	Excessive portions * More than 30% of total calories from fat (excluding fat from nuts, seeds, peanut butter) More than 10% of calories from saturated fat More than 35% by weight of sugar (excluding sugar found naturally in fruit and dairy products)	Appropriate portions * Lower fat grain foods (preferably whole grain with at least 2gm fiber) such as some popcorn, some chips, some granola bars, some crackers, pretzels, low fat/low sugar baked goods, low sugar cereals Snacks or desserts with naturally occurring nutrients such as pudding, trail mix of grains/nuts/seeds and/or dried fruit, 100% fruit popsicles, lower sugar/lower fat cookies such as animal crackers, graham crackers, oatmeal raisin cookies, fig bars
Miscellaneous	Candy, regular chips, chewing gum	

* see portions defined in Appendix #2 **Note:** Schools should still be aware of the sodium content of foods and try to avoid excess; general guidelines might be to try to limit sodium to $\leq 360\text{mg}$ per serving (see Appendix #3)

APPENDIX #2

Recommended Portion Limits

Item	Maximum Portion
Entrees	Consistent with National School Lunch Program
Beverages (water not limited)	12 oz.
Yogurt (not frozen)	8 oz.
Frozen desserts/Ice cream	3 fl.oz.
Bakery Items Such as pastries, muffins, etc.	3 oz.
Cookies/Cereal bars	2 oz.
Snacks/Sweets	1.25 oz.
Such as chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, jerky, etc.	

APPENDIX #3

Definition of “Healthy Food” as defined by the FDA’s Nutrition Labeling and Education Act of 1990 :

Healthy. A "healthy" food must be low in fat and saturated fat and contain limited amounts of cholesterol and sodium. In addition, if it's a single-item food, it must provide at least 10 percent of one or more of vitamins A or C, iron, calcium, protein, or fiber. Exempt from this "10-percent" rule are certain raw, canned and frozen fruits and vegetables and certain cereal-grain products. These foods can be labeled "healthy," if they do not contain ingredients that change the nutritional profile, and, in the case of enriched grain products, conform to standards of identity, which call for certain required ingredients. If it's a meal-type product, such as frozen entrees and multi-course frozen dinners, it must provide 10 percent of two or three of these vitamins or minerals or of protein or fiber, in addition to meeting the other criteria. The sodium content cannot exceed 360 mg per serving for individual foods and 480 mg per serving for meal-type products.

Note – the Nutrition Labeling Act 1994 defines “low fat” as ≤ 3 gm fat per serving and “low saturated fat” as ≤ 1 gm saturated fat per serving.

Recommended Resources

CSPI School Foods Tool Kit

<http://cspinet.org/schoolfoods>

Position of the American Dietetic Association: Local support of nutrition integrity in schools. *J Am Diet Assoc.* 2000;100:108-111.

http://www.eatright.org/Public/GovernmentAffairs/92_adap0100.cfm

Position Statement of the American Dietetic Association, Society for Nutrition Education, and the American School Food Service Association – Nutrition services: An essential component of comprehensive school health programs. *J Am Diet Assoc.* 2003;103:505-514.

http://www.eatright.org/Public/GovernmentAffairs/92_8243.cfm

Policy Statement – American Academy of Pediatrics, Prevention of Pediatric Overweight and Obesity. *Pediatrics.* 2003;112(2): 424-430.

<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;112/2/424>

California Center for Public Health Advocacy – National Consensus Panel on School Nutrition: Recommendations for Competitive Food Standards in California Schools. March 2002.

http://www.publichealthadvocacy.org/school_food_standards/

Resolution #10 (2002) – Maine Medical Association – Curtailing Childhood Obesity

SUMMIT FOLLOW-UP MATERIALS

The following items from a 2003 Maine ***Changing the Scene*** follow-up meeting illustrate the materials distributed to participants:

- Agenda (4 hours)
- Case Study #1
- Case Study #2
- Action Plan Discussion



Follow-Up Meeting

January 14, 2003

Agenda

- 3:00-3:15 Check-In and Registration (light snack provided)
- Let's Hear From You
- Case Study Activity
- 4:30 Physical Activity Break
- Action Plan Discussion and Sharing
- CTS Team Regroup
- 6:00-7:00 Dinner and Final Wrap Up





CTS CASE STUDY #1

Your CTS Team has designed an action plan that includes a series of three, ½ day workshops throughout the year for teachers, administrators, students, and school food service staff. The purpose of the workshops is to demonstrate ways to improve the nutrition and physical activity environment by sharing ideas on how to make changes in the cafeteria, classroom and at school events. Presentations by guest speakers will be made, display booths will be set up, and educational handouts will be distributed.

As a group, please answer the following question and explain your answer in detail.

Is it possible to create sustainable changes in the school environment from these workshops? If yes, explain how. If no, explain what you would do differently.

(Remember to address cafeteria, classroom, and school-wide events.)



CTS CASE STUDY #2 – Showcase Event

In an effort to increase awareness among parents, students, staff and the community-at-large in our school district, the *Changing the Scene* Team is planning to hold an evening school/community event highlighting and showcasing recommended changes they would like to see occur in the school to improve nutrition and increase physical activity.

The free event will be open to the community and held on school grounds where a healthy foods taste test will be given, a yoga class will be offered, a video promoting healthy policies and environments will be shown, exhibitors will display healthy vending options like milk and 100% juices, and a local bike shop will raffle-off a new bike.

As a group, please answer the following question and explain your answer in detail.

Is it possible to create sustainable changes in the school environment from this event? If yes, explain how. If no, explain what you would do differently.



Action Plan Discussion

Review one other team's plan and then share and discuss your ideas about sustainable changes.

1. How will the action plan objectives and activities create lasting changes?
2. Who are the key players recruited to get involved?
3. Will the team be able to successfully identify and measure the planned changes?
4. How does the plan include school food service staff? Students?

ONLINE RESOURCES



MAINE WEB SITES

Healthy Maine Partnerships (HMP)

<http://www.healthymainepartnerships.com/>

HMP coordinates state and local intervention activities and assures linkages with related programs. Materials on the site a *Healthy Weight Awareness Campaign*, *Healthy Maine Walks*, and *Physical Activity and Nutrition Action Packets*.

Maine Child Nutrition Services (Department of Education)

<http://www.state.me.us/education/sfs/>

This office is responsible for technical assistance and training for After School Snack Program, Food Distribution, Milk Program, National Breakfast Program, National School Lunch Program, and Summer Food Service Program.

Maine Coordinating School Health Programs (CSHP)

<http://www.mainecsnp.com/>

CSHP provides information on Coordinating School Health Programs to school personnel, parents and students within the state of Maine. It also offers links to sources of Maine data, funding opportunities, and other resources.

Maine Nutrition Network

www.maine-nutrition.org/

Maine Nutrition Network (MNN) is a collaboration of public and private partners that coordinate nutrition activities to support the health of Maine people, including healthy recipes, local farms projects, and *Maine-ly Nutrition Education* programs.



NATIONAL WEB SITES

Action for Healthy Kids (AFHK)

www.actionforhealthykids.org/

In early October 2002, health professionals and educators from across the US gathered to “take action” for children’s nutrition and fitness. This site provides extensive tools, resources, and contacts from the meeting in Washington, DC.

American Psychological Assoc: Task Force on Advertising and Children

www.apa.org/releases/childrenads.pdf

Released in February 2004, this report outlines the effect of food and beverage advertising on children’s eating habits and their contribution to youth obesity. It also offers extensive recommendations for healthful changes.

American School Food Service Association (ASFSA)

www.asfsa.org/

The 55,000+ members of ASFSA work in school nutrition all across the USA, and many are active in creating school-based nutrition programs for healthy kids. The site features news, research, and free promotional kits for school meals.

BeefNutrition.org (National Cattlemen’s Beef Association)

www.beefnutrition.org/hsn

Parent education handouts, presentation graphics (highlighting protein, iron, and zinc), and body image resources for adolescents (*Mirror, Mirror*) are just a few of the excellent materials available for downloading at this site.

The Body Positive

www.thebodypositive.org/

Through videos, workshops and consulting, the creators of Body Positive teach young people how to have a positive body image and a healthy relationship with food. Their recent video **BodyTalk 3** (2004) is targeted at ages 6 to 8.

California Dept. of Education: Academic Achievement and Physical Fitness

www.cde.ca.gov/nr/ne/yr02/yr02rel37.asp

This study, released in December 2002, supports the connection between physical fitness levels of students in grades 5, 7, and 9 – and student performance of CA Department of Education Achievement Tests.

California School Board Association (CSBA)

www.csba.org/PS/hf.htm

The CSBA has long been active in encouraging schools to establish nutrition policies. Their 2003 guide *Successful Students Through Healthy Food Policies: Act Now for Academic Excellence* can be ordered for \$20.00.

Centers for Disease Control and Prevention (CDC)

www.cdc.gov/nccdphp/dnpa/ and www.cdc.gov/HealthyYouth/index.htm

The CDC site is an essential resource for nutrition and activity issues. Search for: surveillance data (including maps of obesity prevalence); pediatric growth charts; and several national campaigns, like *Kids Walk-to-School* and *Turn Off Your TV*.

Center for Weight and Health (University of California, Berkeley)

www.cnr.berkeley.edu/cwh/

The center sponsors conferences and coalitions in California. The site features links to literature, research, surveys, funding, and information on *Reversing Childhood Obesity Trends: Helping Children Achieve Healthy Weights*.

CSPI's School Foods Tool Kit

<http://www.cspinet.org/schoolfood/>

1875 Connecticut Avenue, NW, Suite 300, Washington, DC 20009

Dole 5 A Day

www.dole5aday.com/

Dole was one of the first companies to create a nutrition education website – and this one keeps getting better. Log on for fruit and veggies facts, recipes, and fun. There are special sections for kids, parents, teachers, and school foodservice.

Eat Smart, Move More ... NC

www.eatsmartmovemorenc.com/index2.php

This initiative promotes physical activity and healthy eating through policy and environmental change, like the newly released *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School*.

Healthy School Food Coalition

http://departments.oxy.edu/uepi/cfj/cfj_LA_sodaban.htm

Los Angeles Unified School District, second largest US district, unanimously passed a motion banning soda sales in all district schools. This site offers a guide to the strategies used in LA and other school nutrition information.

Healthy Weight Network

www.healthyweight.net/

Francie Berg, MS, publishes *Underage and Overweight* and offers handouts, resources, and links, like *SNE Guidelines for Childhood Obesity Prevention Programs: Promoting Healthy Weight in Children* (2002).

Kaiser Family Foundation Report: Role of the Media in Childhood Obesity
www.kff.org/entmedia/entmedia022404pkg.cfm

This 2004 report reviews over 40 studies to explore what researchers do and do not know about the role media plays in childhood obesity – and identifies ways media could help to address this important public health problem.

Lexington-Fayette Health Department (Kentucky)
www.lexingtonhealthdepartment.org/templateall.asp?id=97&hid=&eid=&did

The health promotion folks in Lexington, Kentucky, have developed an excellent full-color publication: *Food for Thought: Healthy Food Guidelines for Schools* (available for a free download as a PFD file).

Michigan Department of Education
www.michigan.gov/documents/healthyweight_13649_7.pdf

The Role of Michigan Schools in Promoting Healthy Weight: A Consensus Paper (2001) features guidance on excessive weight and weight gain; social pressure for excessive slenderness; and unsafe weight loss practices.

Michigan Team Nutrition
www.msue.msu.edu/fnh/tn/

The partnership between MSU Extension and the MI Department of Education has dozens of resources for schools, including exciting ways to link nutrition and physical activity education with literacy – promoting reading and health together.

Minnesota Team Nutrition ToolKit
<https://fns.state.mn.us/FNSProg/NSLP/NSLPResource.htm#toolkit>

This site provides dozens of tools for enhancing school nutrition environments including: handouts for parents and students; strategies for improving vending machine options; and resources for adult role models.

National Dairy Council Health Education Kits
www.nationaldairyCouncil.org/health/materials/HealthyWeightEdkit.asp

Three new education kits are available for free download from the National Dairy Council®: *3-A-Day of Dairy Health Education Kit*, *Healthy Weight Health Education Kit* and *African-American Health Education Kit*.

National School Foodservice Management Institute
www.nfsmi.org/index.html

NSFMI offers training in Child Nutrition Management; a comprehensive catalog of materials for child nutrition professionals; and extensive research studies on foodservice and healthy school nutrition environments.

Nutrition Explorations

www.nutritionexplorations.org/

This site, also sponsored by the National Dairy Council, provides dozens of fun and easy ways to teach and learn nutrition. There are in-depth sections for parents, teachers, and school foodservice professionals.

PASA (Parent's Advocating School Accountability)

<http://pasaorg.tripod.com/nutrition/nutrition.html>

This parent group in San Francisco (CA) has supported extensive changes in the nutrition environment of SFUSD schools. Site includes detailed info about those changes, links to other sites, and an excellent archive of school nutrition news.

President's Challenge ~ You're It. Get Fit!

www.presidentschallenge.org/

Physical activity and awards program for Americans of ALL ages. Site offers activity logs for kids, teens, and adults (you can register your whole school), as well as cool online tools and ways to win awards for activity.

Project LEAN (Leaders Encouraging Activity and Nutrition)

www.californiaprojectlean.org/

California Project LEAN, from The Public Health Institute, supports several youth projects. One is *Food on the Run: Your Energy Wake Up Call*, a web site with simple nutrition and active solutions for teens @ www.caprojectlean.org/

Report: "Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well"

http://www.cspinet.org/dispensing_junk.pdf

SPARK: The New PE

www.sparkpe.org/

SPARK's training and tools promise PE classes that are more inclusive, active, and fun. SPARK offers programs for Early Childhood, Elementary and Middle School Physical Education, Lifelong Wellness, and After School Recreation.

Take 10!

www.take10.net/

Take 10 is a classroom-based physical activity program for kindergarten to fifth grade students, which is linked to academic learning objectives. The goal is to get American kids moving more – ten minutes at a time.

Texas Department of Agriculture ~ Child Nutrition Programs

www.agr.state.tx.us/

Commissioner of Agriculture Susan Combs is taking a strong stand for healthy schools, including a new policy on competitive foods (released 03/01/04). Site has a variety of resources, including PDFs of some awesome new brochures.

USDA Team Nutrition (US Department of Agriculture)

www.fns.usda.gov/tn/Default.htm

The Team Nutrition program is a goldmine of materials, kits, and local efforts to enhance school nutrition environments. You can download free materials; read about Team Nutrition success stories; and find out what is going on in your state.

VERB™: It's What You Do

www.verbnow.com/

VERB™ is CDC's physical activity website aimed at tweens (ages 8 to 12). The site provides ways to record activities and win prizes – along with videos of dances moves, skateboarding tricks, and BMX bike actions.

Vista (CA) Unified School District ~ Healthy Vending Information

www.vusd.k12.ca.us/cns/healthyvending.htm

Enid Hohn, RD, Director of Child Nutrition Services in a large southern California school district, offers extensive information, including a PowerPoint presentation about the success of her healthful vending program.

Wisconsin Department of Education: *What's Right for Kids*

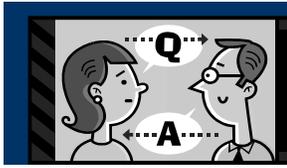
www.dpi.state.wi.us/dpi/dltcl/bbfcsp/pdf/tnbooklt.pdf

Released in early 2004, this comprehensive document outlines child nutrition problems – and the multiple roles that schools can play in the solutions, including many examples of what Wisconsin schools are doing to improve nutrition.

Wheat Foods Council: The Grains Information Center

www.wheatfoods.org/

Yummy recipes, gorgeous photos, research updates, and professional resources – everything you wanted to know about grains, but didn't know who to ask. Need some rebuttals to today's low-carb craziness – check here!



Q & A

Q: How did schools go about getting staff excited about making changes and forming a team to bring to a summit?

Teams were formed either by recruitment from a school health coordinator, school food service director, school nurse, health teacher, or other interested staff member. People in the school and community who were known to have an interest in health and nutrition were approached.

Q: What child nutrition regulations did people outside of school food service need help understanding?

They did not understand the restraints under which school nutrition programs operate. The following are examples of some areas of misunderstanding:

- Because state and federal subsidies do not totally support the school nutrition program, school districts need to cover the costs or additional funds need to be raised through a la carte sales or other fundraising efforts (vending machines etc).
- Time allocated for mealtimes at school is often inadequate for all students to eat a proper meal.
- School Nutrition Programs are required to meet the Dietary Guidelines for Americans. This requirement is calculated over a five-day period. This means that some meals served may be higher in fat while others are quite low. This may lead to the perception that schools are not meeting the Guidelines.

Q: What specific methods did teams use to communicate with their schools and communities?

- School newspapers
- Community newspaper articles
- Television news stories (public interest)
- Teacher meetings
- Radio talk shows

Q: How did you reinforce the difference between events and environments for long-term change?

See pages 14-15 of this Guide

Q: How did the school teams use the \$500 grants?

See page 47 of this Guide for spending guidelines.

The following are examples of how these funds were used:

SAD 75: *“After careful consideration and review of our district-wide assessment survey, we isolated a need to address the use of food as a reward. The mini grant funds are being used as “mini grant” awards to teachers and their classrooms who developed and incorporated nonfood rewards. Their ideas will be promoted throughout the district.”*

Augusta School Department: *“The purchase of some resources for students and teachers for several school libraries. Registration to the **Selling Nutrition / Teaching Lunch** conference. Paid for subs[titutes] to cover teachers who attended the conference.”*

SAD 60: *“Materials and resources for a nutrition display and resource library in the district professional development center. Contributed to the Food Play performance for 6th-9th grade students (1200 students). Incentives for completing the district-wide nutrition survey. Classroom Party Policy incentive program in ten 4th and 5th grade classrooms.”*

SAD 1: *“The funds were used to purchase classroom materials for nutrition, physical activity, and health related topics for grade 3 classrooms in our District.”*

Q: How long is it before a team can expect to create a change?

All school teams that attended the summits are still working on change. Some have accomplished more than others, but all of them have pointed out that patience is necessary because changes are slow. Many schools are still working on establishing official policy changes, although the **proposed** policies may already be in effect throughout the district. Many schools report that it has taken at least 2 years to see any noticeable change.

Q: What sort of commitment did team members make to the process once they got back to their schools?

The time commitment varied from district to district. Many teams had problems with team cohesiveness and staff changes that hindered their progress. Other teams met on a regular basis although the team membership and leadership may have changed. Strong leadership is important to team success.

Q: How did teams recruit additional members after the summit?

Some schools used newspaper articles to advertise what they were doing at school. Others recruited directly from the community (i.e. invited a pediatrician who had kids in school). Many simply asked people within the school and community who were known to have an interest in nutrition and health.

Q: It seems like it is easier to make change in the cafeteria. How did teams work to get similar change throughout the school?

Many school districts are lucky to have school health coordinators (see page 10 of this Guide) who took very active roles in working with teachers and administrators to institute changes throughout the schools. Teams that did not have a school health coordinator often formed wellness teams that took the initiative to work with teachers and administrators to incorporate changes.

Q: What types of foods make the best school vending choices?

The Maine Cardiovascular Health Program in collaboration with the Maine Nutrition Network recently released an action packet entitled “**Develop Policies that Support Healthy Options in Vending Machines.**” The purpose of the action packets is to highlight strategies for increasing physical activity and improving nutrition with a focus on policy and environmental change. The “vending machine” action packet is available for free downloading at:

<http://www.maine-nutrition.org/PANVend.htm>

This action packet includes a list of healthy foods that can be used for vending choices. Please also refer to “**The Joint Position of the Maine Dietetic Association and the Maine School Food Service Association Nutrition Services in Maine Schools**” on pages 65-70 of this Guide.