



School Physical Activity and Nutrition Environment Report for Hudson Park Elementary School

This report provides a review of Hudson Park Elementary School's wellness environment as determined by the Oregon State University (OSU) GROW Healthy Kids and Communities (HKC) research team in cooperation with school partners conducted on February 26, 2015. The accomplishments and opportunities identified in this report are based on current best practices to support healthy schools, specifically in wellness categories related to nutrition and physical activity. We applaud the great number of successful healthy school practices and policies currently happening at Hudson Park Elementary. Any of the suggested opportunities for growth may be used as starting points to initiate positive change within the school environment and to further promote the health and well-being of Hudson Park students and community.

Many of the identified strengths within this report align with current, evidence-based "best practices" for school nutrition and physical activity facilities and practices, as well as school and school district wellness policies. Some of the identified opportunities for growth represent discrepancies between "best practices" and what the OSU GROW HKC team observed at your school. As the school culture and climate continues to promote changes in the school context that will optimize and support the development of healthy physical activity and nutrition habits, we encourage consistency with best practices. We also encourage Hudson Park healthy school stakeholders to participate in school district wellness meetings to inform policy and practice from your unique perspective as members of the Hudson Park school community and to learn from the wellness endeavors undertaken by other schools in the district.

This report may be useful in its entirety, or specific sections may be useful for different stakeholders. For example, school administrators may want to use the full report as evidence to apply for grant funds that will support initiatives to promote healthy schools and students, or to develop community partnerships to expand extracurricular physical activity opportunities. Alternatively, the food service management may want to focus attention on the nutrition areas to identify specific strengths and opportunities to improve the school nutrition environment. Regardless how the report is utilized, we encourage all stakeholders to review the full report in order to gain a comprehensive understanding of the nutrition and physical activity environment at Hudson Park Elementary.

The physical activity and nutrition environment at Hudson Park Elementary already meets several of the accepted "best practice" recommendations. We encourage the Hudson Park community - school personnel, volunteers, parents, and students - to continue raising the bar. To demonstrate the school's commitment to student physical activity and nutrition wellness, we suggest that wellness be a standing agenda item at Hudson Park's Parent Teacher Organization meetings, and that wellness activities be highlighted monthly via the school newsletter or a separate brief newsletter. Please review the remainder of this report for specific strategies to improve the physical activity and nutrition environment at Hudson Park Elementary.

We appreciate Hudson Park's willingness to collaborate with OSU on this project. Your participation suggests that the Hudson Park Elementary School community is invested in the health and well-being of all students. We applaud your school for its current efforts and encourage the school community to continue to grow and develop optimal school wellness policies and practices.

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Introduction to the School Physical Activity and Nutrition Environment Tool (SPAN-ET)

Schools are key sites for delivering physical activity and nutrition education and promoting healthy behaviors among students. The School Physical Activity and Nutrition Environment Tool (SPAN-ET) was developed to assess school environmental resources and practices for supporting students' physical activity and nutrition behaviors, suggest appropriate improvement strategies, and score impacts resulting from environmentally-based efforts. The assessment tool includes 27 items, or Areas of Interest, in two main component categories, Physical Activity and Nutrition, and considers the Physical, Situational, and Policy environment within each component (Figure 1). The SPAN-ET and reports can be leveraged to secure grant funding for school partners to improve school environments, document school-level changes resulting from national, state, district, and/or school level policies, and evaluate school wellness, nutrition, health and physical activity performance factors and practices.

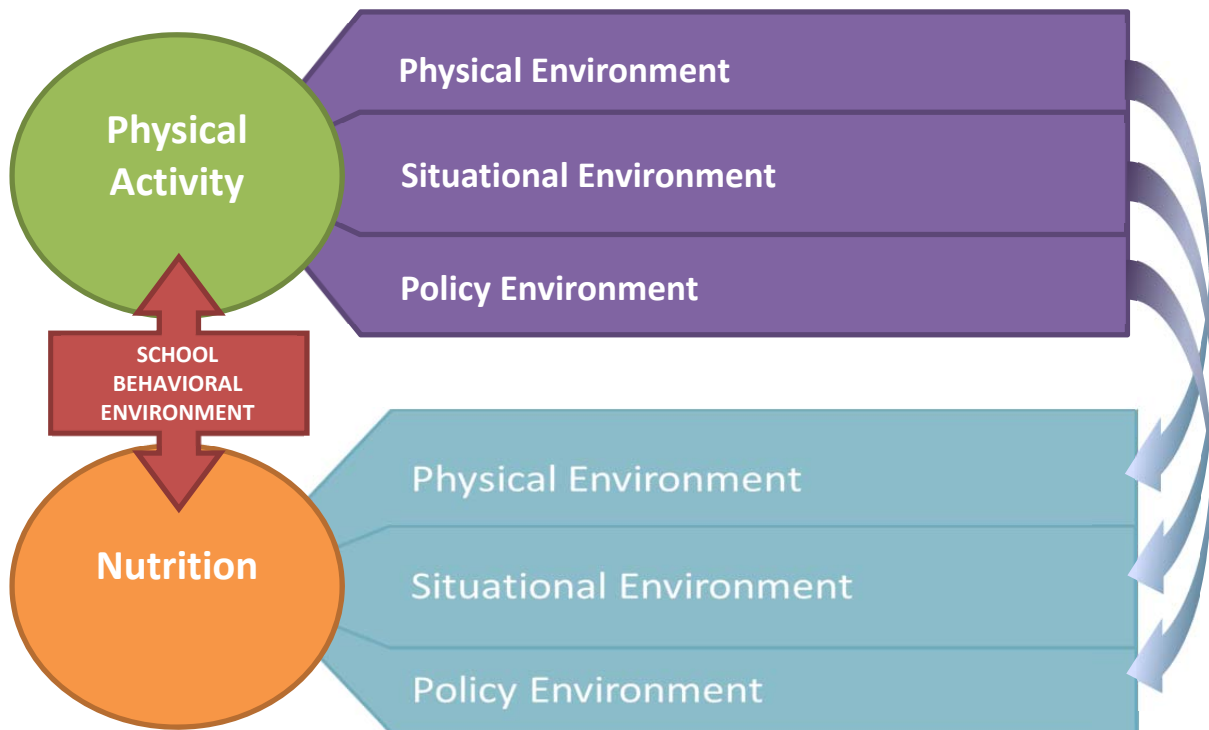


Figure 1. School Physical Activity and Nutrition Environment Tool (SPAN-ET) and Influencer Model

Physical Activity Scores and Practice Ratings

School Resources, Practices, and Performance Scores

The SPAN-ET increases our understanding of the interplay between students' learning, dispositions, skill development, and habitual behaviors (people) and school contexts (place). Schools differ in many ways including their resources to support healthy lifestyle habits, as well as capacity and readiness to take action on an issue and implement relevant practices and policies. School resources, capacity and readiness conditions are major factors in determining whether a particular practice or policy can be effectively implemented and supported by the school community. Assessing school resource, practices, and readiness for changing environments and policies that promote a school culture of habitual healthy eating and physically active lifestyles is a critical component of school wellness program planning and evaluation.

The Hudson Park Elementary SPAN-ET was conducted by two independent auditors. The auditors compared their independent results and came to consensus as to whether criteria were met (1) or not met (0) for each Area of Interest. Numerical scores were calculated as a percentage of criteria met for each Area of Interest. Practice ratings are indicative of opportunities for progress and/or readiness goals and strategies to take action for each Area of Interest, and were assigned based on the percentage score. Scores were also calculated for SPAN-ET Overall, Nutrition, Physical Activity, Physical Environment, Situational Environment, and Policy Environment. The overall score reflects both the accomplishments and opportunities for progress related to the current physical activity and nutrition environments at Hudson Park Elementary.

Hudson Park's overall score and practice rating was assessed to be at the level of Good Practice. Good Practice indicates that the school community is gathering information to lay the groundwork for planning strategies to deal with the improvements to the school physical activity and nutrition environment. Good Practice indicates that many of the SPAN-ET criteria are met and can be seen or documented, yet there remains room for improvement to achieve best practices. The remainder of this report provides recommended Strategies for Progress as well as highlights of accomplishments and opportunities, specific to physical activity and nutrition, identified at Hudson Park Elementary school.

Overall School Physical Activity and Nutrition Score and Practice Rating

<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%
No/very few criteria are met, can be seen or documented.	Some criteria are met, can be seen or documented.	Many criteria are met, can be seen or documented.	Most criteria are met; some may exceed current best practice.
Number (#) criteria met <u>137</u> / 187 total (#) applicable criteria = <u>73</u> %			

Strategies for Progress

- ✓ Conduct surveys with local organizations that may be potential partners in efforts to improve the school physical activity and nutrition environment.
- ✓ Sponsor a community picnic to kick off school physical activity and nutrition efforts.
- ✓ Conduct public forums to develop strategies from the grassroots level.
- ✓ Utilize key leaders and influential people to speak to groups and participate in local radio and television shows to promote school efforts.
- ✓ Plan publicity efforts associated with start-up of activity or efforts.
- ✓ Attend meetings to provide updates on progress of school efforts.
- ✓ Begin library or Internet searches for additional resources and potential funding sources.
- ✓ Plan how to evaluate the success of your efforts.
- ✓ Begin some basic evaluation efforts.

Category Scores: School Physical Activity (Area of Interest 1 – 16)			
Environment: Physical			
Percentage Score	Area of Interest	Criteria Met/Total Criteria	
73%	1: Indoor Space	11 / 15	
89%	2: Outdoor Space/Fixed Features	8 / 9	
67%	3: Shelter and Shade Structures	2 / 3	
75%	4: Natural Features	3 / 4	
67%	5: Garden Features	2 / 3	
75%	6: Surface and Surface Markings	3 / 4	
86%	7: Enclosures and Safety Features	6 / 7	
20%	8: Neighborhood Features	1 / 5	
# criteria met <u>36</u> / 50 total criteria = <u>72</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%
Environment: Situational			
Percentage Score	Area of Interest	Criteria Met/Total Criteria	
100%	9: Portable Equipment	5 / 5	
100%	10: Atmosphere/Ambiance	7 / 7	
67%	11: Movement Opportunities	4 / 6	
64%	12: Before/After School/Extracurricular Programs	7 / 11	
33%	13: Garden Space	1 / 3	
# criteria met <u>24</u> / 32 total criteria = <u>75</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%
Environment: Policy			
Percentage Score	Area of Interest	Criteria Met/Total Criteria	
70%	14: Physical Activity and Wellness Policy	7 / 10	
80%	15: Physical Activity and Wellness Committee	4 / 5	
89%	16: Structured Physical Education	8 / 9	
# criteria met <u>19</u> / 24 total criteria = <u>79</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input type="checkbox"/> Good Practice	<input checked="" type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%
Physical Activity Category Score – All Environments			
# criteria met <u>79</u> / 106 total criteria = <u>75</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Physical Activity Accomplishments and Opportunities for Progress

Physical Activity Accomplishments

Physical Environment

- ✓ Gymnasium and/or dedicated multi-purpose space is available to accommodate physical education, physical activity/active play.
- ✓ Outdoor space is adequately sized for teaching and physical activity, has clearly defined boundaries, and comprises a variety of appropriate activity settings, fixed equipment, and materials.
- ✓ The indoor space is cleaned and sanitized daily.
- ✓ Gardens and landscaping includes a variety of plantings, including vegetables, fruits, herbs, flowers, trees, shrubs, grasses, and other plants.
- ✓ Elevated playground surfaces (generally those higher than 20") have guardrails.
- ✓ Pathways to playgrounds and athletic facilities avoid vehicular traffic.

Situational Environment

- ✓ Equipment variety supports students playing actively alone, together individually, together as cooperative partners, and in groups.
- ✓ Equipment variety supports students engaging in various physical activities/active play movement modes/skills (i.e. jumping, kicking, running, throwing, etc).
- ✓ A range of active extracurricular programs (e.g. intramural/interscholastic individual and team sports, exercise/fitness programs, hiking/gardening), appropriate for all ages, abilities, and interests are available.
- ✓ Garden coordinator manages garden activities, promotes physically active gardening and incorporates garden features that encourage physical activity.

Policy Environment

- ✓ School wellness policy committee exists with broad representation of stakeholders (e.g. parents, students, school staff, teachers, and administrators).
- ✓ All students participate in at least 20 minutes of active (rather than sedentary/seat-based) recess daily. Some recess time is scheduled before lunch.
- ✓ School wellness committee meets regularly and encourages input from the school community.
- ✓ The school collects, tracks and communicates information on student health and wellness (e.g. FitnessGram: height/weight, physical activity/fitness) on an annual basis.

Physical Activity Opportunities for Progress

Physical Environment

- ✓ Provide lighting in the indoor activity space that is covered with protective grids and produces a minimum of 30 foot candles (measure of light intensity falling on each square foot).
- ✓ Ensure outdoor facilities are safe and accessible, including playgrounds, fields and surfaced areas (meet ADA and OSHA standards).
- ✓ Ensure safe and novel use of natural features is supported by built environment features (i.e. bridge over stream and stepping stones in stream bed, directional signs, pathways to/from).
- ✓ Provide visible and multi-colored court and play markings such as for wall ball, foursquare, hopscotch, mazes, letter squares, field games and other games and activities.
- ✓ Ensure outdoor space is enclosed by a fence at least four (4) feet tall and the fence has a safe gate closure.
- ✓ Advocate for safe roadways with sidewalks, bicycle lanes, clearly marked crosswalks, and traffic calming features such as school zone signage, caution lights, speed bumps, chicanes, and/or curb extensions according to local and state ordinances.
- ✓ Encourage signage that supports safe, active transport to and from school.

Situational Environment

- ✓ Ensure equipment is managed (by staff and/or volunteers) for easy and equitable distribution/collection.
- ✓ Ensure indoor space is adequate and available when outdoor conditions are unsuitable or unsafe.
- ✓ Encourage classroom teachers to include 3-5 minute breaks for fun and creative physical activity during class.
- ✓ Provide a shared use agreement that supports partnerships between school and community to open physical activity facilities to the community for active recreation during non-school hours.
- ✓ Utilize school gardens to promote physically active gardening (e.g. weeding, digging, hoeing, planting, harvesting, etc.) and active lifestyle movement (e.g. jumping, balancing, bending, reaching, etc.) of both students and adult role models.

Policy Environment

- ✓ Develop school wellness policies that support a healthy environment where students get regular physical activity and develop lifelong healthy behaviors.
- ✓ Develop policies that encourage classroom teachers to include 3-5 minute breaks for fun and creative physical activity during class.
- ✓ Ensure school wellness committee achieves and reports outcomes or changes to the school physical activity environment annually.
- ✓ Require students participate in a minimum of 150 minutes of structured physical activity education per week.

Nutrition Scores and Practice Ratings

Category Scores: School Nutrition (Area of Interest 17 – 27)

Environment: Physical

Percentage Score	Area of Interest	Criteria Met / Total Criteria	
80%	17: Cafeteria/Meal Service Area	4 / 5	
50%	18: Garden Features	1 / 2	
# criteria met <u>5</u> / 7 total criteria = <u>71</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Environment: Situational

Percentage Score	Area of Interest	Criteria Met / Total Criteria	
67%	19: School Meals	6 / 9	
71%	20: Food and Beverage Habits	5 / 7	
60%	21: Food and Beverage Practices	3 / 5	
88%	22: Drinking Water	7 / 8	
80%	23: Cafeteria Atmosphere	8 / 10	
100%	24: Before/After School/Extracurricular Programs	7 / 7	
# criteria met <u>36</u> / 46 total criteria = <u>78</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input type="checkbox"/> Good Practice	<input checked="" type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Environment: Policy

Percentage Score	Area of Interest	Criteria Met / Total Criteria	
53%	25: Nutrition and Wellness Policy	8 / 15	
100%	26: Nutrition and Wellness Committee	5 / 5	
50%	27: Health and Nutrition Education	4 / 8	
# criteria met <u>17</u> / 28 total criteria = <u>60</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Nutrition Category Score – All Environments

# criteria met <u>58</u> / 81 total criteria = <u>72</u> %			
<input type="checkbox"/> Poor Practice	<input type="checkbox"/> Fair Practice	<input checked="" type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Nutrition Accomplishments and Opportunities for Progress

Nutrition Accomplishments

Physical Environment

- ✓ Environment minimizes distractions from choosing and eating healthy foods through measures such as adequate lighting, noise reduction and seating arrangements.
- ✓ Cafeteria/meal service area entrances are clear, dry, and free of obstacles, and facilitate free-flowing traffic to reduce or eliminate congestion and safety risks.
- ✓ Garden space(s)/features are used to grow a variety of edible plants, including vegetables, fruits, legumes, greens, herbs, and others.

Situational Environment

- ✓ School meals program meets or exceeds the USDA and/or state standards for reimbursable meals (see appendix for standards).
- ✓ Staff prompts students to make healthy food and beverage choices.
- ✓ Local produce from school and/or community gardens is used in the preparation of school meals/tastings and student snacks.
- ✓ Students are allowed to bring and use drinking water containers from home.
- ✓ School staff models water consumption.
- ✓ School provides and/or partners with community resources to provide healthy foods and beverages, and nutrition education opportunities before and/or after school and in the summer.

Policy Environment

- ✓ The school wellness policy supports that drinking water is available and accessible to students throughout the school day, free of charge.
- ✓ A school wellness committee exists and operates with broad representation from stakeholders (e.g. parents, students, school staff, teachers, and administrators).
- ✓ The wellness committee achieves or acts on outcomes or changes to the school nutrition environment on annual basis.
- ✓ Nutrition education is taught in all grades as part of a comprehensive health education program.

Nutrition Opportunities for Progress

Physical Environment

- ✓ Include a variety of indoor and outdoor garden features, such as in-ground gardens, raised beds, containers, and/or other landscape features where edible plants can be grown and harvested across seasons.

Situational Environment

- ✓ Ensure lunch is served between 11am and 1pm.
- ✓ Provide information about the nutritional content of meals to students and parents.
- ✓ Market healthy foods and beverages using posters, table tents, creative naming of menu items, and strategic placement and/or pricing strategies (i.e. lower prices for nutritious items) to make healthy options easier for students to choose.
- ✓ Ensure that foods and beverages sold and served in the staff lounge and at school-sponsored staff functions meet or exceed the federal and/or state standards for foods and beverages sold in schools.
- ✓ Require that foods and beverages are not used as rewards or discipline for academic performance or behavior.
- ✓ Require students to wash or sanitize their hands in a convenient location prior to eating.
- ✓ Provide at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch (actual seat time).

Policy Environment

- ✓ Develop school wellness policies that support a healthy environment where students can consume nutritious foods and beverages, and develop lifelong healthy behaviors.
- ✓ Require health educators to receive annual professional development on effective practices for nutrition education.
- ✓ Integrate healthy eating/drinking messages into at least two other subjects.
- ✓ Assess all students in health and nutrition, and provide results on the report card.
- ✓ Advocate for a health and nutrition educator to be employed by the school or school district.

References and Resources

Healthy Eating and Physical Activity Guidelines

Centers for Disease Control and Prevention. School Health Guidelines to Promote Healthy Eating and Physical Activity. <http://www.cdc.gov/healthyyouth/npao/strategies.htm>

U.S. Department of Agriculture and Department of Health and Human Services. Dietary Guidelines for Americans. <http://health.gov/dietaryguidelines/2010.asp>

U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans. <http://www.health.gov/paguidelines/guidelines/default.aspx>

Resources for Schools

Yale Rudd Center for Food Policy and Obesity Wellness School Assessment Tool
<http://wellsat.org/>

Presidential Youth Fitness Program
<http://www.presidentialyouthfitnessprogram.org/>

USDA Healthier US School Challenge
<http://healthymeals.nal.usda.gov/healthierus-school-challenge-resources-1>

Centers for Disease Control and Prevention. Youth Physical Activity Guidelines Toolkit.
<http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm>

Nutrition Education Services, Oregon Dairy Council
<http://www.oregondairycouncil.org/>

National Dairy Council
<http://www.nationaldairycouncil.org/ChildNutrition/Pages/ChildNutritionHome.aspx>

Healthy Students are Better Students: Wellness Impact
<http://www.nationaldairycouncil.org/ChildNutrition/Pages/Healthy-Students-are-Better-Students-Wellness-Impact-Infographic.aspx>