



School Physical Activity and Nutrition Environment Report for Clatskanie Elementary School

This report provides a review of Clatskanie 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 19, 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 Clatskanie 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 Clatskanie students and community.

Many of the identified strengths within this report align with the 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 Clatskanie healthy school stakeholders to participate in school district wellness meetings to inform policy and practice from your unique perspective as members of the Clatskanie 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 Clatskanie Elementary.

The physical activity and nutrition environment at Clatskanie Elementary already meets several of the accepted "best practice" recommendations. We encourage the Clatskanie 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 Clatskanie'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 Clatskanie Elementary.

We appreciate Clatskanie's willingness to collaborate with OSU on this project. Your participation suggests that the Clatskanie 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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GROW Healthy Kids and Communities Project Directors:

Deborah John, PhD, deborah.john@oregonstate.edu

Kathy Gunter, PhD, kathy.gunter@oregonstate.edu

OSU Extension Family and Community Health - Columbia County Team:

Liana Harden, MS and Jenny Rudolph, MPA

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.

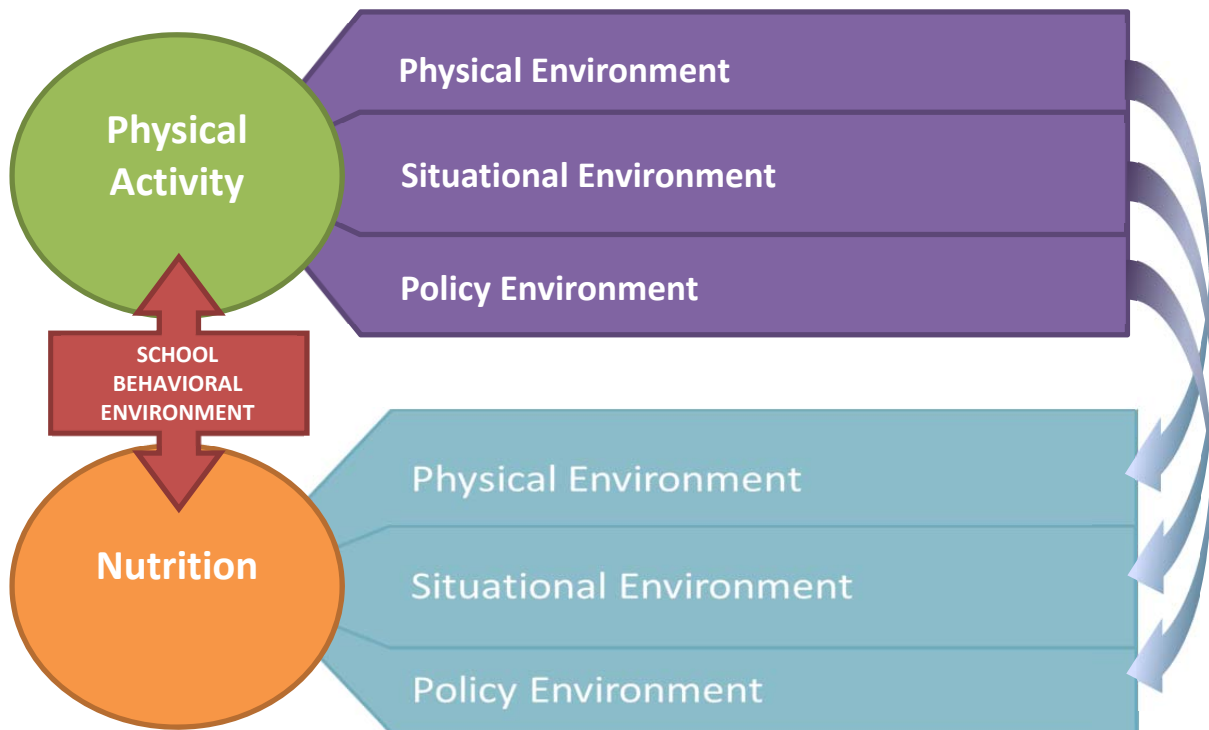


Figure 1. School Physical Activity and Nutrition Environment Tool (SPAN-ET) and Influencer Model

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 Clatskanie 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 Clatskanie Elementary.

Clatskanie's overall score and practice rating was assessed to be at the level of Fair Practice. Fair Practice indicates that the school community recognizes the problem and is ready to start thinking about how to address the issue. Fair Practice indicates that some of the SPAN-ET criteria can be seen or observed, yet there is vague awareness of the school physical activity and nutrition environment. A committee and pre-planning activities may exist without direct focused effort. 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 Clatskanie Elementary school.

Overall School Physical Activity and Nutrition Score and Practice Rating

<input type="checkbox"/> Poor Practice	<input checked="" type="checkbox"/> Fair Practice	<input 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>87</u> / 187 total (#) applicable criteria = <u>47</u> %			

Strategies for Progress

- ✓ Get on the agendas and present information at local community events and to unrelated community groups.
- ✓ Post flyers, posters, and billboards.
- ✓ Begin to initiate your own events (e.g. meal gatherings) and use those opportunities to present information on the issue.
- ✓ Conduct informal local surveys and interviews with community people by phone or door-to-door.
- ✓ Publish newspaper editorials and articles with general information and local implications.
- ✓ Introduce information about the issue through presentations and media.
- ✓ Visit and invest community leaders in the cause.
- ✓ Review existing efforts in the community (curriculum, programs, activities, etc.) to determine who the target populations are and consider the degree of success of the efforts.
- ✓ Conduct local focus groups to discuss issues and develop strategies.
- ✓ Increase media exposure through radio and television public service announcements.

Physical Activity Scores and Practice Ratings

Category Scores: School Physical Activity (Area of Interest 1 – 16)

Environment: Physical

Percentage Score	Area of Interest	Criteria Met / Total Criteria
80%	1: Indoor Space	12 / 15
56%	2: Outdoor Space/Fixed Features	5 / 9
67%	3: Shelter and Shade Structures	2 / 3
25%	4: Natural Features	1 / 4
33%	5: Garden Features	1 / 3
25%	6: Surface and Surface Markings	1 / 4
71%	7: Enclosures and Safety Features	5 / 7
40%	8: Neighborhood Features	2 / 5

criteria met 29 / 50 total criteria = 58 %

<input type="checkbox"/> Poor Practice ≤ 25%	<input type="checkbox"/> Fair Practice 26% ≤ 50%	<input checked="" type="checkbox"/> Good Practice 51% < 75%	<input type="checkbox"/> Best Practice 76% ≤ 100%
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Environment: Situational

Percentage Score	Area of Interest	Criteria Met / Total Criteria
80%	9: Portable Equipment	4 / 5
14%	10: Atmosphere/Ambiance	1 / 7
50%	11: Movement Opportunities	3 / 6
27%	12: Before/After School/Extracurricular Programs	3 / 11
67%	13: Garden Space	2 / 3

criteria met 13 / 32 total criteria = 41 %

<input type="checkbox"/> Poor Practice ≤ 25%	<input checked="" type="checkbox"/> Fair Practice 26% ≤ 50%	<input type="checkbox"/> Good Practice 51% < 75%	<input type="checkbox"/> Best Practice 76% ≤ 100%
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Environment: Policy

Percentage Score	Area of Interest	Criteria Met / Total Criteria
20%	14: Physical Activity and Wellness Policy	2 / 10
0%	15: Physical Activity and Wellness Committee	0 / 5
44%	16: Structured Physical Education	4 / 9

criteria met 6 / 24 total criteria = 25 %

<input checked="" type="checkbox"/> Poor Practice ≤ 25%	<input type="checkbox"/> Fair Practice 26% ≤ 50%	<input type="checkbox"/> Good Practice 51% < 75%	<input type="checkbox"/> Best Practice 76% ≤ 100%
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Physical Activity Category Score – All Environments

criteria met 48 / 106 total criteria = 45 %

<input type="checkbox"/> Poor Practice ≤ 25%	<input checked="" type="checkbox"/> Fair Practice 26% ≤ 50%	<input type="checkbox"/> Good Practice 51% < 75%	<input type="checkbox"/> Best Practice 76% ≤ 100%
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Physical Activity Accomplishments and Opportunities for Progress

Physical Activity Accomplishments

Physical Environment

- ✓ Indoor activity space is cleaned and sanitized daily.
- ✓ Design of indoor activity space minimizes distractions and “pass-through traffic patterns.”
- ✓ Indoor acoustics minimize reverberation and air circulation system noise to permit safe communications.
- ✓ Outdoor facilities are safe and accessible, including playgrounds, fields and surfaced areas.
- ✓ Outdoor space is close enough to the school building to permit access to portable activity/play equipment and restrooms.
- ✓ Shelter and shade structures provide enough protection from heat and sun to accommodate the total number of students using the outdoor activity space.
- ✓ Play equipment is free of protrusion and entanglement hazards (no bolts or pieces extend outside the structure and any ropes present are securely attached on both sides). No sharp edges or points are exposed that could cut the skin.
- ✓ Pathways to playgrounds and athletic facilities avoid vehicular traffic.

Situational Environment

- ✓ Adequate quantity and variety of equipment is available for the number of students and students' various levels of physical abilities/interests.
- ✓ Portable equipment variety supports students playing actively alone, together individually, together as cooperative partners, and in groups.
- ✓ Portable equipment variety supports students engaging in various physical activities/active play movement modes/skills (i.e. jumping, kicking, running, throwing, etc).
- ✓ Procedures are in place to assure participant safety (e.g. regular inspection and maintenance) when using facilities and/or equipment during before/after school and summer extracurricular programs.
- ✓ One trained staff (paid or volunteer) is provided for every 20 physical activity participants during before/after school and summer extracurricular programs.
- ✓ Before/after school and summer extracurricular program sites accessible by walking, biking, or public transportation are located near or connected to other community destinations.

Policy Environment

- ✓ The school has a written wellness policy that minimally meets the district policy and it includes a physical activity component.
- ✓ All students participate in at least 20 minutes of active (rather than sedentary/seat-based) recess daily. Some recess time is scheduled before lunch.
- ✓ Physical education requirements are not waived for other activities or classes.
- ✓ Instructors actively participate in and supervise physical activity education.

Physical Activity Opportunities for Progress

Physical Environment

- ✓ Ensure equipment storage space is available and adequate (400-600 sq. ft. with a height of 12'-15') for safe and proper equipment storage and distribution.
- ✓ Require playing fields to be leveled, drained, turfed, and regularly maintained.
- ✓ Outdoor space should include both manufactured and natural materials.
- ✓ Ensure all materials and equipment are developmentally appropriate for all student ages and abilities.
- ✓ Provide adequate shelter and shade structures to accommodate the total number of students using the space during inclement weather seasons and easily accessible to indoor facilities.
- ✓ Incorporate a variety of natural environmental features into play spaces to facilitate improved motor skill among school aged children.
- ✓ Provide safe and well-marked surfaces throughout the play space.
- ✓ Enclose outdoor space by a fence at least four (4) feet tall with a safe gate closure.
- ✓ Ensure activity space is free of safety hazards such as glass, debris, water, random stumps or exposed concrete.
- ✓ Advocate for safe roadways with sidewalks, bicycle lanes, and clearly marked crosswalks.
- ✓ Require traffic calming features such as school zone signage, caution lights, speed bumps, chicanes, and/or curb extensions according to local and state ordinances.

Situational Environment

- ✓ Utilize trained facilitator(s) (paid staff and/or volunteer) during recess to motivate equipment use/active participation among all students.
- ✓ Ensure indoor and outdoor spaces have a friendly, inclusive, and inviting atmosphere that are culturally appropriate and stimulate the senses.
- ✓ 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.
- ✓ Require that physical activity is not used for or withheld as punishment for students' behavior.
- ✓ Include physical activity in before/after school and summer programming to help students meet the recommended amount of daily physical activity.
- ✓ Recommend a designated garden coordinator who manages garden activities, promotes physically active gardening and incorporates garden features that encourage physical activity.

Policy Environment

- ✓ Develop school physical activity wellness policies that support a healthy environment where students can get regular physical activity and develop lifelong healthy behaviors.
- ✓ Ensure wellness committee includes broad representation of stakeholders (e.g. parents, students, school staff, teachers, and administrators).
- ✓ Encourage wellness committee to achieve and report outcomes or changes to the school physical activity environment annually.
- ✓ Hire a trained/credentialed Physical Education Teacher.
- ✓ Require students to 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	
100%	18: Garden Features	2 / 2	
# criteria met <u>6</u> / 7 total criteria = <u>86</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: Situational

Percentage Score	Area of Interest	Criteria Met / Total Criteria	
78%	19: School Meals	7 / 9	
57%	20: Food and Beverage Habits	4 / 7	
20%	21: Food and Beverage Practices	1 / 5	
38%	22: Drinking Water	3 / 8	
80%	23: Cafeteria Atmosphere	8 / 10	
0%	24: Before/After School/Extracurricular Programs	0 / 7	
# criteria met <u>23</u> / 46 total criteria = <u>50</u> %			
<input type="checkbox"/> Poor Practice	<input checked="" type="checkbox"/> Fair Practice	<input 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	
13%	25: Nutrition and Wellness Policy	2/ 15	
80%	26: Nutrition and Wellness Committee	4/ 5	
50%	27: Health and Nutrition Education	4/ 8	
# criteria met <u>10</u> / 28 total criteria = <u>36</u> %			
<input type="checkbox"/> Poor Practice	<input checked="" type="checkbox"/> Fair Practice	<input type="checkbox"/> Good Practice	<input type="checkbox"/> Best Practice
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 100%

Nutrition Category Score – All Environments

# criteria met <u>39</u> / 81 total criteria = <u>48</u> %			
<input type="checkbox"/> Poor Practice	<input checked="" type="checkbox"/> Fair Practice	<input 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

- ✓ Cafeteria encourages consumption of healthful foods in a safe and pleasant environment.
- ✓ School has orchards, greenhouses, in-ground gardens, raised beds, and/or container gardens to grow edible produce.

Situational Environment

- ✓ School has both breakfast and lunch that meet or exceed the USDA and/or state standards for reimbursable meals.
- ✓ School meals program participates in farm-to-school activities that integrate local agriculture products into school meals.
- ✓ Lunch is served between 11am and 1pm, and lunchtime is after recess.
- ✓ School meals program prevents overt identification of students who are eligible for free and reduced-price school meals and makes every effort to eliminate any social stigma attached to eligible students.
- ✓ School meals menu items represent the cultural diversity of the student population.
- ✓ Water is available, free of charge, in multiple places throughout the school.

Policy Environment

- ✓ Annual training covering food safety, basic nutrition and healthy eating concepts aligned with the Dietary Guidelines for Americans is to be completed by the food service manager and staff that prepares and serves meals.
- ✓ Wellness committee meets regularly and encourages input from the school community.
- ✓ Wellness committee achieves or acts on outcomes or changes to the school nutrition environment on annual basis.

Nutrition Opportunities for Progress

Physical Environment

- ✓ Provide hand-washing/sanitizing stations that are available, accessible, and located in convenient area(s) near meal service to encourage safe food handling practices.

Situational Environment

- ✓ Provide information about the nutritional content of meals for students and parents.
- ✓ Encourage staff to model healthy food and beverage practices.
- ✓ Market healthy foods and beverages with posters, table tents, creative naming of menu items, strategic placement of healthy options to make them easier for students to choose and/or pricing strategies (i.e. lower prices for nutritious items).
- ✓ Ensure nutrition standards are inclusive of a la carte, vending, snack and other food carts, school store, fundraising, school and classroom parties (exception allowed for a total of two parties per year), and before/after school programs.
- ✓ Ensure sports drinks are not available except for student athletes participating in sport programs involving vigorous activity of more than one hour.
- ✓ Ensure foods and beverages are not used as rewards or discipline for academic performance or behavior.
- ✓ Encourage students to access drinking water that is available on the school grounds.
- ✓ Encourage school staff to model water consumption.
- ✓ Promote water as a substitute for sugar-sweetened beverages such as soda, juice drinks with added sugar, sports drinks, and flavored milk.
- ✓ Encourage students wash or sanitize their hands prior to eating by providing a convenient hand sanitizing station location.
- ✓ Provide at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch (actual seat time).
- ✓ Offer after school and extracurricular programs that provide a healthy environment to reinforce skills learned in school as well as opportunities for continuing nutrition education.

Policy Environment

- ✓ Develop school nutrition wellness policies that support a healthy environment where students can practice eating healthfully and develop lifelong healthy behaviors.
- ✓ Encourage the school wellness committee to prepare an annual progress and evaluation report, including recommended nutrition changes or revisions, for the school and district.
- ✓ Nutrition education should include instructional time equivalent to minimally 400 minutes annually in grades K-5.
- ✓ Require all students to be assessed in health and nutrition, with results that appear on their report cards.
- ✓ Advocate for a health and nutrition educator who is 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>