



Program of Excellence

Safe and Healthy Schools



Champion Excellence

Fundamental to the role of a champion is the capacity to envision potential. It is the belief in one's potential, the potential of our students and our colleagues, and the potential of our educational system that gives us cause to act with intentionality and to persevere when we are faced with challenges. In order to cast a shared vision that drives collective action that embraces and the collective wisdom of the education community across Oklahoma, the Oklahoma State Department of Education has collaborated with educators and school leaders to develop Programs of Excellence rubrics that envision and describe the characteristics of excellent disciplinary programs within a school.

The Programs of Excellence rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form; **aspirational**, in that they speak to an idealized, holistic vision of each program that may be impossible for one school to fully embody; and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

Across disciplines, there are variations that bring perspective from the unique communities who shaped their contents, capturing real experiences, shared values, and a hope for well-rounded learning opportunities for all children in a safe and healthy school. Throughout the remainder of this year and the 2019-2020 school year, the Programs of Excellence rubrics will continue to change and grow as the best attributes across the disciplines are shared and insights from stakeholders are taken into account.

Please help shape this vision for excellent programs that all children deserve by sharing your input at <http://sde.ok.gov/ChampionExcellence>.

**“Every child deserves a champion,
an adult who will never give up
on them, who understands the power
of connection, and insists
that they become the best
that they can possibly be.”**

— Rita Pierson

Using the Program of Excellence Rubric

The responsibility of identifying a school disciplinary program as bronze, silver, or gold is placed on the school and its community. Through local evaluation and verification, a school can celebrate efforts and create strategic initiatives to improve. The OSDE will not verify each identification claim, but the school is expected to utilize the following process for reviewing and identifying its level of distinction.

1. **Review:** A school-based advisory committee involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status. *It is not appropriate to assign the review process to an individual. The review process should be inclusive and transparent.*
2. **Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and reviewed by the school principal. Upon verification by the principal, the recommendation will be submitted to the district school board and superintendent for review and verification.
3. **Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final self-identification will be submitted to the OSDE. Levels of distinction for Programs of Excellence will be valid for three years and will be visible on the school's accountability dashboard. *The remainder of this school year and the 2019-2020 school year provides schools with the opportunity to select priority areas for which they will work to be ready to identify as bronze, silver, or gold in 2020.*

In this Program of Excellence rubric, each category of the rubric outlines characteristics of a bronze, silver, or gold program. **In order to be a bronze Safe and Healthy School program, the stated number of elements for the bronze level from each category must be met in addition to the stated required elements from all categories.** A Safe and Healthy School program may be considered silver only when every required element is met and the stated number of elements for the silver level from each category is met. Likewise, a Safe and Healthy School program may only be considered gold only when every required element is met and the stated number of elements for the gold level from each category is met.

The fidelity of the Programs of Excellence process hinges on the fair and honest local review. Please help protect this ambitious effort to celebrate the great work happening across Oklahoma.

Category 1 Health Education

Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions.



In addition to the required elements, must meet **at least 3** elements.



In addition to the required elements, must meet **at least 4** elements.



In addition to the required elements, must meet **at least 6** elements.

- A. **Required:** Meet the legislative requirement for providing AIDS Prevention Education as defined in 70 O.S. § 11-103.3.
- B. **Required:** Meet the legislative requirement for providing CPR Training as defined in 70 O.S. § 1210.199.
- C. Implement a planned and sequential health education curriculum that is consistent with the Oklahoma Academic Standards for Health that is offered for ALL students pre-k through grade 12, is culturally and developmentally appropriate, and addresses a clear set of behavioral outcomes where students:
- comprehend concepts related to health promotion and disease prevention to enhance health;
 - analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors;
 - demonstrate the ability to access valid information and products and services to enhance health;
 - demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks;
 - demonstrate the ability to use decision-making skills to enhance health;
 - demonstrate the ability to use goal-setting skills to enhance health;
 - demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks; and
 - demonstrate the ability to advocate for personal, family, and community health.
- D. Ensure health education programs addresses essential topics to prevent HIV, STDs, pregnancy, alcohol, tobacco, and drug use and promotes chronic health conditions awareness, healthy eating, and physical activity.
- E. Assess, implement, and evaluate sequential health education curriculum consistent with National Health Education Standards

Category 1: Health Education (continued)

(NHES) utilizing the Health Education Curriculum Analysis Tool (HECAT).

- F. Teachers of health education use active learning strategies and activities that engages students and makes learning relevant to their daily lives. Teachers implement a variety of culturally appropriate activities and examples that reflect the diversity of students and the community.
- G. Health education teachers participate at least once a year in professional development for health education.
- H. Incorporate essential integrated health education topics into core and elective/special classes.

Category 2 Physical Education and Physical Activity

Schools can create an environment that offers many opportunities for students to be physically active throughout the school day.



In addition to the required elements, must meet **at least 5** elements.



In addition to the required elements, must meet **at least 8** elements.



In addition to the required elements, must meet **at least 10** elements.

- A. **Required:** Meet the legislative requirement for providing Physical Education Programs as defined in [70 O.S. § 11-103.9](#).
- B. Require students in grades K-12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with the Oklahoma Academic Standards for Physical Education.

Category 2: Physical Education and Physical Activity (continued)

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| C. All physical education classes are taught by licensed teachers who are certified to teach physical education. |
| D. Provide opportunities for all students to engage in weekly physical activity during the day whether in or out of the physical education class: <ul style="list-style-type: none">• Elementary: Provide at least 150 minutes in the form of physical education, exercise programs, classroom brain breaks, or recess.• Secondary: Provide at least 225 minutes in the form of physical education, exercise programs, or athletics. |
| E. Ensure elementary schools follow the Center for Disease Control's National Guidelines for Recess including offering recess before lunch with the goal to increase healthy food consumption, reduce waste, and improve classroom attentiveness when students return from lunch. |
| F. Physical education teachers participate at least once a year in professional development for physical education. |
| G. Ensure that physical education classes have student/teacher ratios that are comparable to that of core subject area classes. |
| H. Teachers keep students moderately to vigorously active for at least 50% of the time during most physical education classes. |
| I. Students design and implement individualized physical activity and fitness plans in physical education classes that are aligned with the Oklahoma Academic Standards for Physical Education. |
| J. Require professional development for all classroom teachers on integrating physical activity throughout the school day. |
| K. Integrate physical activity breaks into core, elective, and special class subjects. |
| L. Prohibit withholding PE/physical activity/recess as a punishment or using physical activity as a punishment. |
| M. Offer opportunities for all students to participate in physical activity before and after school, through organized physical activities such as clubs, intramural sports, or before school physical activity programs and ensure programs align with the National Afterschool Association Healthy Eating and Physical Activity (HEPA) Standards for out-of-school time. |

Category 3 Nutrition and Environment Services

Provide students with opportunities to learn about and practice healthy eating through available foods and beverages, and messages about food in the cafeteria and throughout the school.



In addition to the required elements, must meet **at least 7** elements.



In addition to the required elements, must meet **at least 9** elements.



In addition to the required elements, must meet **at least 11** elements.

- A. **Required:** Meet the USDA Food and Nutrition Program Requirements for Participating Schools as defined at <http://sde.ok.gov/child-nutrition-programs#program>.
- B. Offer school meals (breakfast and lunch) programs that are fully accessible to all students.
- C. All students are given the minimum of ten minutes to eat breakfast and twenty minutes to each lunch, counting from the time they are seated.
- D. Offer universal free breakfast after the bell such as breakfast in the classroom or second chance breakfast.
- E. Ensure that school meals include a variety of offerings and promote healthy food and beverage choices using Smarter Lunchroom (<https://www.smarterlunchrooms.org>) techniques.
- F. Assure that only healthy food and beverage options are available for classroom snacks, parties, and celebrations.
- G. Assure that only healthy foods or nonfood items are used as fundraisers.
- H. School food service consistently follows practices that ensure healthier foods are purchased and prepared for service.

Category 3: Nutrition and Environment Services (continued)

- I. Participate in Farm to School Activities.
- J. Venues offering food outside of the cafeteria (vending machines, school stores, snack bars, etc.) offer fruits and non-fried vegetables.
- K. All school nutrition program directors, managers, and staff meet or exceed the annual continuing education/professional learning hours required by the USDA's Professional Standards requirement.
- L. Ban the use of food, beverages, or candy as a reward or punishment for academic performance or behavior.
- M. Assure collaboration between nutrition services staff members and teachers to reinforce nutrition education lessons taught in the classroom and use multiple channels to reinforce healthy eating messaging.

Category 4 Health Services

School health services intervene with actual and potential health problems, including providing first aid, emergency care and assessment, and planning for the management of chronic conditions.



In addition to the required elements, must meet **at least 4** elements.



In addition to the required elements, must meet **at least 6** elements.



In addition to the required elements, must meet **at least 8** elements.

- A. **Required:** Meet the legislative requirements of the Zachary Eckles and Luke Davis Automated External Defibrillators in Schools Act as defined in 70 O.S. § 1210.200.
- B. **Required:** Meet the legislative requirements of the Chase Morris Sudden Cardiac Arrest Prevention Act as defined in 70 O.S. § 24-156.

Category 4: Health Services (continued)

- C. **Required:** Meet the legislative requirements for the Guidelines for Training of Volunteer Diabetes Care Assistants as defined in 70 O.S. 1210-196.5.
- D. School has a full-time, registered school nurse who is responsible for health services all day, every day.
- E. School provides school-based healthcare services that are delivered by a school nurse or community healthcare organization that includes pediatric healthcare, dental care, and vision care.
- F. Adopt and implement a written policy on proper storage and disposal of prescription drugs.
- G. Assure the school is in 100% compliance with state immunization requirements.
- H. Provide annual training to all school staff on how to recognize acute symptoms such as those of allergic reactions or asthma and the administration of quick relief medications and how to promote student health and safety.
- I. Implement a systematic approach for referring students to appropriate school or community-based health services.
- J. School nurse or other health services providers have an emergency plan that includes components for assessing, managing, and referring students and staff members suffering from a medical emergency (i.e., injury, severe asthma episode, anaphylaxis) to the appropriate level of care.
- K. Track students with chronic health conditions with known conditions and offer disease-specific education for all such students and families.
- L. Provide education opportunities for promoting and maintaining individual, family, and community health.

Category 5 Counseling, Psychological, and Social Services

The prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.



In addition to the required elements, must meet **at least 4** elements.



In addition to the required elements, must meet **at least 5** elements.



In addition to the required elements, must meet **at least 7** elements.

A. **Required:** Provide social, emotional, behavioral, and mental health promotion to students and staff and provide treatment to students and families in the form of:

- 1-on-1 counseling sessions,
- small group counseling sessions,
- classroom-based health promotion and prevention, and
- school-wide health promotion and prevention.

Elementary: The school shall provide for counseling services. Such services may be provided by a counselor or other personnel specially trained in the area of guidance.

Secondary: All students will receive counseling and guidance services from certified school counselors. The guidance program shall provide one counselor for a maximum of 450 students, with no school district having less than one half-time counselor, with one exception: districts fewer than 225 students may prorate the number of hours per week a certified school counselor is required by dividing the number of students enrolled by 450 and multiplying the quotient by 30.

B. Provide professional development for all staff members for trauma-informed, social, emotional, behavioral, or mental health prevention and intervention.

Category 5: Counseling, Psychological, and Social Services (continued)

- C. Provide a full-time certified school counselor, licensed counselor, social worker, or psychologist for providing counseling services based on the following recommendations:
- one counselor for every 250 students
 - one social workers for every 400 students
 - one psychologist for every 1000 students
- D. Implement a systematic approach for identification, referral, and follow up of students needing social, emotional, behavioral, or mental health services and establish a referral network between schools and community resources for students and staff who are needing services, including utilization of a third party referral forms such as district/school-wide documentation and referral data tracking forms.
- E. Provide social, emotional, behavioral, or mental health training to parents/guardians including options such as small group settings, parent newsletters, and district/school-wide parent/guardian nights.
- F. Implement a system for identifying students who have been involved in any type of violence (child abuse, dating violence, sexual assault, bullying, harassment, fighting, suicide, or self-harm behaviors) and, if necessary, refer them to the most appropriate school-based or community-based service. Provide a transitional re-entry plan for students returning from an extended time away from school.
- G. Participate in student health knowledge and behavior assessments.

Category 6 Social and Emotional Climate

The psychological aspects of education experiences can impact student engagement, relationships, and academic performance.



In addition to the required elements, must meet **at least 5** elements.



In addition to the required elements, must meet **at least 7** elements.



In addition to the required elements, must meet **at least 8** elements.

- A. **Required:** Meet the legislative requirements of the School Safety and Bullying Prevention Act as defined in 70 O.S. § 24-100.4.
- B. **Required:** Meet the legislative requirements of Suicide Awareness and Prevention as defined in 70 O.S. § 24-100.7.
- C. Foster a positive school climate using practices that include:
 - communication and school-wide behavior and academic expectations for students and families;
 - fostering prosocial behavior by engaging students in activities such as peer tutoring, classroom responsibilities, service learning, and teacher assistance;
 - fostering an appreciation of student and family diversity and respect for all families' cultural beliefs and practices; and
 - holding class/school-wide activities that give students opportunities to learn about diverse cultures and experiences.
- D. School administrators and staff implement and enforce a clear and consistent code of conduct to uphold a standard of nonviolence for students. Ensure students and families receive hard copies and/or electronic copies and must read and sign to acknowledge receipt of the code.
- E. All staff receive annual professional development on meeting the diverse cognitive, emotional, and social needs to children and adolescents.
- F. Teachers collaborate with counseling services staff to promote social and emotional learning for students.
- G. Provide conflict resolution strategies for students by using evidence-based programs.

Category 6: Social and Emotional Climate (continued)

- H. Implement social and emotional learning programs for all students that focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- I. Adopt and implement comprehensive and evidence-based bullying programs that fit the needs of specific school population, and establish a climate that prevents harassment and bullying. Provide annual professional development regarding bullying prevention, identification, responding, and reporting for all school staff.
- J. Provide students with resiliency skills such as the recommendations from the American Psychological Association.
- K. Prioritize efforts to engage all students (including, but not limited to, racial/ethnic minority youth, LGBTQ youth, youth with disabilities, youth with chronic conditions, homeless youth, etc.) in extracurricular school activities to foster student sense of belonging.

Category 7 Physical Environment/Building Safety

A healthy and safe physical environment, including the building and its contents, the land, and the area surrounding the school, protect occupants from physical threats and promotes learning in a health and safe environment.



In addition to the required elements, must meet **at least 3** elements.



In addition to the required elements, must meet **at least 5** elements.



In addition to the required elements, must meet **at least 7** elements.

Category 7: Physical Environment/Building Safety (continued)

- A. **Required:** Implement a 24/7 Tobacco Free Campus Policy that includes the explicit ban of vapor cigarettes/products.
- B. **Required:** Written Emergency Operation Plan includes recovery elements addressing prevention, preparation, mitigation, recovery, and response.
- C. **Required:** Meet the legislative requirements of Healthy and Fit Kids Act as defined in 70 O.S. § 24-100A, including having an operational Healthy and Fit School Advisory Committee.
- D. **Required:** Meet the legislative requirements of the Safe School Committee provisions as defined in 70 O.S. § 24-100.5.
- E. School health and safety committee or team that meets four times a year and oversees school health safety policies and programs and includes diverse membership including school staff, teachers, administrators, students, parents, and community members and participates in the process of completing or re-evaluating the CDC's School Health Index (SHI), emergency operation plan development, implementation, and practice (table talks, drills, mock community response events, etc.).
- F. Follows school or district written health and safety policy that includes:
- rationale for developing and implement the policy;
 - population for which the policy applies, where it applies, and when it applies;
 - designation of person(s) responsible for implementing and enforcing the policy and procedures for addressing policy infractions; and
 - communication procedures of the policy and definition of terms.
- G. Establish and implement a School Wellness Policy that includes:
- goals for nutrition education and promotion, physical activity opportunities, and school-based activities that promote student wellness;
 - nutrition standards for all foods and beverages sold on the school campus and standards for all foods and beverages provide, but not sold to students during the day (classroom parties, snacks, etc.); and
 - policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the day.

Category 7: Physical Environment/Building Safety (continued)

- H. Ensure all school resource officers are National Association of School Resource Officers (NASRO) trained.
- I. Have at least 25% of staff with current certification for CPR and training in Heimlich maneuver and at least 50% of all school staff attend and complete crisis prevention and response training.
- J. Implement school environmental health program that addresses components to maintain a healthy physical environment (cleaning, mold prevention, etc.).
- K. Implement safe and low-risk approaches to controlling problems with pests by implementing integrated pest management practices.

Category 8 Employee Wellness

Fostering school employee's physical and mental health protects school staff which helps to support students' health and academic success.



In addition to the required elements, must meet **at least 4** elements.



In addition to the required elements, must meet **at least 6** elements.



In addition to the required elements, must meet **at least 8** elements.

- A. **Required:** For districts with more than 50 employees, implement school breastfeeding policy, as defined in 29 U.S.C. 207, that includes work schedule flexibility, including breaks and work patterns to provide time for expression of milk and a private location (other than a restroom) to express milk. Ideally, refrigeration for safe storage of expressed milk is also provided.
- B. Staff members have access to health education and health-promoting activities that focus on skill development and behavior change and that are tailored to their needs and interests.

Category 8: Employee Wellness (continued)

C. Encourage administrative support for the staff and involvement in school employee wellness.
D. Promote school district wellness program to staff, ensuring administrative support and communication with staff about the program.
E. Offer staff members accessible and free or low-cost health assessments at least once a year.
F. Offer free or low-cost stress-management programs annually to staff.
G. Offer free or low-cost programs to staff members in the areas of: <ul style="list-style-type: none">• counseling, psychological, or social services to promote the emotional, behavioral, and mental health of employees;• physical activity programs and/or gym memberships;• healthy eating/weight management programs;• tobacco prevention or cessation referral, services, or program;• training on first aid, cardiopulmonary resuscitation, and automated external defibrillators;• alcohol and other drug use prevention or cessation;• chronic-health-conditions management;• financial planning and well-being.
H. Promote the district Employee Assistance Program for staff.
I. Offer immunization clinics (flu, MMR, etc.) to staff.

Category 9 Family Engagement

Families and school staff work together to support and improve the learning, development, and health of students.



In addition to the required elements, must meet **at least 4** elements.



In addition to the required elements, must meet **at least 7** elements.



In addition to the required elements, must meet **at least 8** elements.

- A. **Required:** Meet the legislative requirements for the Local School Wellness Policies as defined in section 204 of the Healthy, Hunger-Free Kids Act of 2010.
- B. Communicate with all family members about school activities and programs in a culturally and linguistically appropriate way using a variety of communication methods.
- C. Provide educational resources for families that address various parenting strategies.
- D. Provide parent/guardian and community members education classes/seminars on health such as nutrition/cooking, physical activity, behavioral health, suicide prevention or other health related topics.
- E. Provide opportunities to families to be involved in school decision-making for health and safety policies and programs.
- F. Implement formal process to recruit, train, and involve family members as volunteers.
- G. Allow family and community members to have access to indoor (gymnasium) and outdoor (playground, track) school facilities outside of school hours to participate in or conduct health promotion and education programs a low or no cost.
- H. Host interactive health fairs that include voluntary health screenings, immunizations and referrals.
- I. Support school gardens or actively participate in community gardens by contributing resources.
- J. Provide all school staff with annual professional development on strategies for family engagement, ways to assist parents seeking mental health services for students, and issues related to student health.

Category 10 Community Involvement

Community groups, organizations, and local businesses to create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities.



Must meet **at least 3** elements.



Must meet **at least 4** elements.



Must meet **at least 6** elements.

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| A. Include community members on school decision-making on health and safety policies and programs (this includes individuals other than school board members). |
| B. Implement formal process to recruit, train, and involve community members as volunteers. |
| C. Partner with community groups, organizations, and local businesses to plan community events that promote health and wellness for students, families, and community members. |
| D. Partner with community-based, out-of-school programs (Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation, etc.) to develop and implement routine activities that promote health for all participants. |
| E. Encourage community partners to visit schools and present information to engage students from all grade levels in learning activities that focus on student health and safety. |
| F. Partner with community-based healthcare providers to link students and families with accessible community health services and resources. |
| G. Create written agreements with community partners to develop and support school programs and activities. |