



Programs of Excellence, Safe & Healthy Schools

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Alignment to Learning Forward Standards

- The federal education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established [standards for professional learning](#) that set a high bar for quality learning experiences.
- This session aligns to the following standard(s):
 - ✓ Leadership **Professional learning that increases educator effectiveness and results for all students** requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
 - ✓ Learning Designs **Professional learning that increases educator effectiveness and results for all students** integrates theories, research, and models of human learning to achieve its intended outcomes.
 - ✓ Implementation **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.



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Sessions Goals

- Introduce the Programs of Excellence
- Discuss the Safe and Healthy Schools Rubric and how it aligns with the WSCC model
- Discuss funding sources for programs and activities that support Safe and Healthy Schools

Champions of Excellence

- *Programs of Excellence*
Expands Focus to **Whole-Child** Approach
- Creates Public **Visibility** on Dashboard
- Allows Schools to **Opt-In**
- **Champion Excellent Programs**
- Adds Input & Process **Measures**
- Improved Continuously with **Input from Schools**
- Rubrics Developed for **All Focal Areas**



Champions of Excellence Focal Areas

1. Fine Arts
2. Mathematics
3. Science
4. Social Studies and Civics
5. World Languages
6. **Safe and Healthy Schools**

Safe and Healthy Schools Program of Excellence Rubric

- 10 categories; aligned with the CDC's Whole School, Whole Community, Whole Child model (WSCC).
- Tiered system; schools can be designated as a bronze, silver, or gold school.
- CDC's School Health Index is a needs assessment tool that can be used to identify resources to build programs.



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.



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Required Indicators:

AIDS Prevention Education: 70 O.S. § 11-103.3
CPR Training (9-12th grade): 70 O.S. § 1210.199
Healthy and Fit Kids Act: 70 O.S. § 24-100A

- A. Implement a planned and sequential health education curriculum that is culturally and developmentally appropriate, addresses a clear set of behavioral outcomes that promote healthy eating and physical activity, and is based on national standards for pre-k through grade 12.
- B. Use curricula that are consistent with the Oklahoma Academic Standards for Health.
- C. Assess, implement, and evaluate sequential health education curriculum consistent with National Health Education Standards (NHES) utilizing the Health Education Curriculum Analysis Tool (HECAT).
- D. Provide integrated health education professional development for all teachers.
- E. Incorporate essential integrated health education topics in core, elective, and special class subjects.
- F. Use of multiple channels to reinforce health education messaging (announcements, social media, communication with parents).
- G. Support active youth engagement such as: Student Wellness Team, SWAT, SADD, 4H or FFA, Peer Mediation, Scout Programs.

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.



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Required Indicators:

Meet the requirements set out in 70 O.S. § 11-103.9
Healthy and Fit Kids Act: 70 O.S. § 24-100A

- A. Coordinate healthy eating and physical activity policies and practices through a school health council and school health coordinator.
- B. Assess healthy eating and physical activity policies and practices.
- C. Use a systematic approach to develop, implement, and monitor healthy eating and physical activity policies.
- D. Evaluate healthy eating and physical activity policies and practices.
- E. 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.
- F. Provide substantial percentage of each student's recommended daily amount of physical activity in physical education class.
- G. Use instructional strategies in physical education that enhance student's behavioral skills, confidence in their abilities, and desire to adopt and maintain a physically active lifestyle.
- H. Provide ample opportunities for all students to engage in physical activity outside of physical education class.
- I. Ensure that physical education and other physical activity programs meet the needs and interests of all students.
- J. Provide professional development for all 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 before or after school programs that include physical activity or active play opportunities.

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.



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Required Indicators:

USDA Food and Nutrition Program Requirements for Participating Schools

<http://sde.ok.gov/sde/child-nutrition-programs#program>

- A. Promote access to and participation in school meals.
- B. Provide nutritious and appealing school meals that comply with the [Dietary Guidelines for Americans](#).
- C. Ensure that all foods and beverages sold or served outside of school meal programs are nutritious and appealing.
- D. Assure that only healthy food and beverage options are available for classroom snacks, parties, and celebrations.
- E. Assure that only healthy foods or nonfood items are used as fundraisers.
- F. Offer nutrition-related community services to children outside of the school lunch program.
- G. Participate in Farm to School Activities.
- H. Display healthy menu items attractively, conveniently, and well promoted using [Smarter Lunchroom](#) techniques.
- I. Provide food service professional development annually for Child Nutrition staff.
- J. Provide awareness and resources for all teachers on banning the use of food, beverages, or candy as a reward or punishment for academic performance or behavior.
- K. Provide ten minutes for students to eat breakfast and 20 minutes for students to each lunch, from the time the students are seated.
- L. 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.



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Required Indicators:

24/7 Tobacco Free Campus Policy (a requirement for a GOLD school would also require the banning of vapor cigarettes/products).

Zachary Eckles and Luke Davis Automated External Defibrillators in Schools Act: 70 O.S. § 1210.200

Chase Morris Sudden Cardiac Arrest Prevention Act: 70 O.S. § 24-156

- A. Require the hiring of physical education teachers, health education teachers, and nutrition services staff members who are certified and appropriately prepared to deliver quality instruction, programs, and practices.
- B. Provide school staff with annual professional development opportunities to deliver quality physical education, health education, and nutrition services, school health, mental health, and social services staff members, and staff members who lead or supervise out-of-school programs, recess, and cafeteria time.
- C. Assure the school is in 100% compliance with state immunization requirements.
- D. Provide chronic disease management training for staff.
- E. Provide education programs for students with chronic health conditions.
- F. Provide a full time RN for district, school, or consortia.
- G. Offer alcohol, tobacco, and other drugs prevention or cessation referral, services, or program for students.
- H. Provide education opportunities for promoting and maintaining individual, family, and community health.
- I. Develop and implement a systematic approach for preventing, identifying, and referring students with health concerns to school or community health services.
- J. Provide annual health screening for students (with parent/guardian permission), then give results to parents along with the appropriate referrals (screening services must be provided by a training staff).
- K. Consult with a school health physician or partner with local healthcare provider to assist with school health program.

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.



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Required Indicators:

Elementary: The school shall provide a counselor for guidance services. Such services may be provided by a guidance 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.

- A. Assess student needs related to physical activity, nutrition, and obesity, and provide counseling and other services to meet those needs.
- B. Ensure students have access to needed health, mental health, and social services.
- C. Provide leadership in advocacy and coordination of effective school physical activity and nutrition policies and practices.
- D. Provide a full-time certified school counselor, licensed counselor, social worker, or psychologist for providing counseling services based on the following recommendations:
 - a. One counselor for every 250 students.
 - b. One social workers for every 400 students.
 - c. One psychologist for every 1000 students.
- E. Establish and implement a systematic approach for identification, referral, and follow up of students needing social, emotional, behavioral, or mental health services.
- F. Establish a referral network between schools and community resources for students and staff who are needing social, emotional, behavioral, and mental health services, including utilization of a third party referral form.
- G. Provide social, emotional, behavioral, or mental health training to parents.
- H. Provide social, emotional, behavioral, or mental health treatment to students and families through individual small group assessments, interventions, and counseling.
- I. Provide social, emotional, behavioral, or mental health prevention and awareness training for students in classroom based settings.
- J. Establish relationships between school and community resources for assessment and counseling services in regards to any type of violence (including bullying, suicide, and substance abuse).
- K. Provide professional development for all staff members for social, emotional, behavioral, or mental health prevention and intervention.
- L. Provide professional development for all teachers in the implementation and continuation of active peer mediation programs.
- M. Voluntarily participate in student health knowledge and behavior assessments, if it is determined that you have been a selected school site.

CATEGORY 6: SOCIAL AND EMOTIONAL CLIMATE

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



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Required Indicators:

School Safety and Bullying Prevention Act: 70 O.S. § 24-100.4

Suicide Prevention in Public Schools: 70 O.S. § 24-100.7

Safe School Committee: 70 O.S. § 24-100.5

- A. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity.
- B. Establish a climate that encourages and does not stigmatize healthy eating and physical activity.
- C. Create a school environment that encourages a healthy body image, shape, and size among all students and staff members, is accepting of diverse abilities, and does not tolerate weight-based teasing.
- D. Adopt and implement evidence based bullying programs that fit the needs of specific school population.
- E. Connect a literature lesson(s) that deals with conflict resolution, bullying, or problem solving.
- F. Provide conflict resolution strategies for students by using evidence-based programs.
- G. Implement a strategy to address the overall school climate.
- H. Provide training for teachers on Social and Emotional Learning (SEL) integration into all classrooms.
- I. Provide students with character education programs that focuses on healthy relationships, and prevention of violence in relationships.
- J. Provide students with resiliency skills such as the recommendations from the American Psychological Association.
- K. Integrate SEL with other existing programs such as combining a lesson in math with personal problem solving.
- L. Establish yearly reviews of existing procedures for improvement.

CATEGORY 7: PHYSICAL ENVIRONMENT

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.



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Required Indicators:

24/7 Tobacco Free Campus Policy (a requirement for a GOLD school would also require the banning of vapor cigarettes/products).

- A. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity.
- B. Written bullying prevention policies in alignment with the School Safety and Bullying Prevention Act.
- C. Provide annual professional development regarding bullying prevention, identification, responding, and reporting for all school staff.
- D. Assure the school has a school health committee or team (Safe Schools Committee, Health and Fit School Advisory Committee, etc.) that meets at least four times a year to oversee school health safety policies and programs in line with the School Safety and Bullying Prevention Act.
- E. Adopt and implement enforceable policies that encourage children and their families to walk, bike, and roll to school.
- F. Review and update written wellness policy to meet that required changes from the 2010 Healthy Hunger-Free Kids Act (meet USDA Final Rule-every three years).
- G. Adopt and implement a written policy on proper storage and disposal of prescription drugs.
- H. Participating in the process of completing or re-evaluating School Health Index (SHI) in one or more topic areas (physical activity, nutrition, tobacco, asthma, safety, sexual health, and cross-cutting).
- I. Written crisis response or disaster plan that includes preparedness, response, and recovery elements addressing mental, physical, and environmental crisis.
- J. Written alcohol, tobacco, and drug free campus policies (gold school's tobacco policy must be 24/7 including vapor products).
- K. Have at least 5% of staff with current certification for CPR and training in Heimlich maneuver.

CATEGORY 8: EMPLOYEE WELLNESS

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



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Required Indicators:

Health and Fit Advisory Committee: 70 O.S. § 24-100A

- A. Gather data and information to determine the nutrition and physical activity needs of school staff members and assess the availability of existing school employee wellness activities and resources.
- B. Encourage administrative support for the staff and involvement in school employee wellness.
- C. Develop, implement, and evaluate healthy eating and physical activity programs for all school employees.
- D. Promote school district wellness program to staff, ensuring administrative support and communication with staff about the program.
- E. Offer voluntary health screenings annually to staff including free or low-cost health assessments.
- F. Offer stress management programs annually to staff.
- G. Offer staff accessible and free or low-cost physical activity programs.
- H. Offer staff accessible and free or low-cost healthy eating/weight management programs.
- I. Offer tobacco prevention or cessation referral, services, or program for staff.
- J. Provide a private space, other than a restroom, that may be used to express breast milk and/or breastfeed.
- K. Provide flexible paid or unpaid break times to allow mothers to express breast milk and/or breastfeed.
- L. Promote the district Employee Assistance Program for staff
- M. 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.



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Required Indicators:

Health and Hungry Free Kids Act of 2010

- A. Encourage communication among schools, families, and community members to promote adoption of healthy eating and physical activity behaviors among students.
- B. Involve families and community members on the school health council.
- C. Develop and implement strategies for motivating families to participate in school based programs and activities that promote healthy eating and physical activity.
- D. Access community resources to help provide healthy eating and physical activity practices throughout the school.
- E. Demonstrate cultural awareness in healthy eating and physical activity practices throughout the school.
- F. 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.
- G. Provide parent/guardian and community members education classes/seminars on computer literacy, job skills training, or literacy.
- H. Partner with community groups, organizations, and local businesses to share resource and obtain volunteers to support student learning development and health related activities.
- I. Offer tobacco prevention or cessation referral, services, or program for parents/guardians and community.
- J. Offer substance abuse and mental health referral, services, or programs for parents/guardians and community.
- K. Assure opportunities for parents and children to interact on school grounds.
- L. Allow access of indoor and outdoor physical activity facilities to students, their families, and the community outside of school hours.
- M. Assure that parent/guardian, community members, student, and staff are involved in guiding policy within the school by participation on a school health committee or team. (Safe School Committee, Wellness Committee, Healthy and Fit School Advisory Committee, etc.)
- N. Interactive health fairs that include voluntary health health screenings, immunizations and referrals.
- O. Support school gardens or actively participate in community gardens by declaring resources (fundraisers, volunteer time, containers, tools, etc.)

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.



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Required Indicators:

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Safe School Committee: 70 O.S. § 24-100.5

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- N. Interactive health fairs that include voluntary health screenings, immunizations and referrals.
- O. Support school gardens or actively participate in community gardens by dictating resources. (i.e, fundraisers, volunteer time, containers, tools, etc.)

Think, Pair, Share

Discuss activities and programs you are already doing that align with the Champions of Excellence Programs.

Next, discuss opportunities for growth.

What are some immediate challenges that come to mind?



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