

# Certified Healthy School Criteria

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**References:** Based on the CDC’s Whole School, Whole, Community, Whole Child (WSCC) Model which incorporates the Coordinated School Health (CSH) as required in Oklahoma legislation (‘Oklahoma Certified Healthy Schools Act’; Title 63 Section 2061)

## Demographic Information

**Name of School:**  
(Name that will appear on your certificate)

**Name of School District:**

**School Site Code:**

**Type of School:**

**Public**

**Private**

**Grades Served by School:**

**Pre-  
Kindergarten**

**1<sup>st</sup>**

**4<sup>th</sup>**

**7<sup>th</sup>**

**10<sup>th</sup>**

**2<sup>nd</sup>**

**5<sup>th</sup>**

**8<sup>th</sup>**

**11<sup>th</sup>**

**Kindergarten**

**3<sup>rd</sup>**

**6<sup>th</sup>**

**9<sup>th</sup>**

**12<sup>th</sup>**

## Contact Information

School Street Address: School Mailing Address (if different than street

address): City/Town: State: Zip:

County:

School Phone Number:

Survey Completed By:

Title of Contact Person (PE Teacher, Principal, School Nurse, etc.):

Contact Person's Email:

**Principal's Contact Information** (If more than one, please list the name of the principal who reviewed the Certified Healthy School application prior to submission.)

Name:

Title:

**E-mail Address: PLEASE NOTE:**

- Eligible applicants: Both Public and Private schools which have any of the grades (PK-12)
- The public school sites should apply individually based on their site codes, as set by the Oklahoma State Department of Education. However, the districts should apply as a Certified Healthy Business.
- The school must upload their 24/7 Tobacco Free policy which includes e-cigarettes and vapor products in order to be considered for Excellence.
- Prior to completing an online application, we recommend that you form a committee or work as a team to review the application. Include school personnel, such as, but not limited to, school nurses, administrators, PE teachers, counselors, and children nutrition manager.

*Please check all that apply to your school in each of the following categories:*

**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.*

- Assess and evaluate sequential health education curriculum consistent with Oklahoma Academic Health Education Standards utilizing the Health Education Curriculum Analysis Tool (HECAT) (<http://www.cdc.gov/HealthyYouth/HECAT/index.htm>).
- Implement a planned and sequential health education curriculum consistent with Oklahoma Academic Health Education Standards that is offered to *all* students pre-k through grade 12, is culturally and developmentally appropriate, and addresses a clear set of behavioral outcomes where students will:

- 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,
  - Demonstrate the ability to advocate for personal, family, and community health.
- Ensure health education programs address age appropriate essential topics to prevent HIV, STDs, pregnancy, alcohol, tobacco, and drug use and promote chronic health conditions awareness, healthy eating and physical activity.
  - Teachers receive professional development on incorporating health education in their classroom on an annual basis.
  - Incorporate essential integrated health education topics in core, elective, and special class subjects.
  - Use of multiple channels to reinforce health education messaging (e.g. announcements, social media, communication with parents, and signage).
  - Teachers of health education use active learning strategies and activities that engages students and makes learning relevant to their daily lives and has a variety of culturally-appropriate activities and examples that reflect the diversity of students and the community.

**2. Physical Education and Physical Activity-** *Creating an environment in schools that offers many opportunities for students to be physically active throughout the school day.*

- 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.
- Physical Education teachers participate at least once a year in professional development for physical education.
- Assess and evaluate sequential physical education curriculum consistent Oklahoma Academic Physical Education Standards utilizing the Physical Education Curriculum Analysis Tool (PECAT) (<http://www.cdc.gov/HealthyYouth/PECAT/pdf/PECAT.pdf>).
- Teachers keep students moderately to vigorously active for at least 50% of the time during most physical education classes.
- 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.
- Provide opportunities for all students to engage in physical activity outside of physical education class.
- Require professional development for all classroom teachers on integrating physical activity throughout the school day.

- Integrate physical activity breaks into core, elective, and special class subjects.
- Prohibit withholding PE/physical activity/recess as a punishment or using physical activity as punishment.
- School offers opportunities for all students to participate in physical activity before or after school, through organized physical activities such as clubs, intramural sports and ensure programs align with the National Afterschool Association Healthy Eating and Physical Activity (HEPA) Standards for Out-of-school-time.
- Require all physical education classes be taught by teachers who are certified to teach physical education.
- Provides *weekly* physical activity during the school day.
  - If you are an elementary school (Grades K – 5) provide 150 minutes in the form of physical education, exercise programs, classroom fitness breaks and, or recess.
  - If you are a middle, junior, or high school (Grades 6-12) provide 225 minutes in the form of physical education, exercise programs, or athletics.
- Assure the physical education class has a teacher/student ratio comparable to core subject classroom size.
- All Elementary schools follow the CDC's National Guidelines for Recess including offering recess before lunch to increase food consumption, reduce waste, and improve classroom attentiveness when students return from lunch.

**3. 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*

- 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.
- Adopt and implement a written policy on proper storage and disposal of prescription drugs.
- Adopt and implement a written policy on isolation and quarantining for COVID-19 and other infectious diseases.
- Assure the School is in 100% compliance with state immunization requirements.
- 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.
- Provide annual training on infectious diseases and recommendations (e.g. COVID-19, Blood born pathogen training through DOE, safety protocol).
- 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 (injury, severe asthma episode, anaphylaxis) to the appropriate level of care.
- Provide chronic disease management training for staff.
- Track students with chronic health conditions and offer disease-specific education programs for students with chronic health conditions.

- Provide a full time RN for district, school or consortia.
- Offer alcohol, tobacco, and other drugs prevention or cessation referral, services, or program for students.
- Provide educational opportunities for promoting and maintaining individual, family & community health (voicemail alerts, flyers or other communication regarding communicable diseases, seasonal flu, hand washing, etc.).
- Develop and implement a systematic approach for preventing, identifying, and referring students with health concerns to school or community health services.
- 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 trained staff).
- Consult with a school health physician or partner with local healthcare provider to assist with school health program.
- Consult with local health department or local healthcare provider to assist with COVID-19 mitigation and strategies.

**4. Nutrition Environment and Services-** *The school nutrition services and environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus.*

- Offer breakfast after the bell such as breakfast in the classroom or second chance breakfast.
- Ensure that school meals include a variety of offerings and promote healthy food and beverage choices using Smarter Lunchroom techniques.
- Assure that only food and beverage options that are Smart Snack compliant are available for classroom snacks, parties, and celebrations.
- Assure that only foods that are Smart Snack compliant or nonfood items are used as fundraisers.
- Venues offering food outside of the cafeteria (vending machines, school stores, snack bars, etc.) offer fruits and non-fried vegetables.
- Offer nutrition-related community services to children outside of the school lunch program (i.e. USDA School Breakfast Program, USDA Summer Food Service Program, food backpack program for students, etc.).
- Participate in Farm to School activities.
- 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.
- Ban the use of food, beverages, or candy as a reward or punishment for academic performance or behavior.
- Provide 10 minutes for students to eat breakfast and 20 minutes for students to eat lunch, from the time the students are seated.
- 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 (e.g. announcements, social media, communication with parents, and signage).
- Provide alternative delivery options to students that are virtual learners through the district
- Provider has resources or protocols in place for meals to students during quarantine (for example: meal pick up options)

**5. Counseling, Psychological, and Social Services-** *These prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.*

- Provide a full-time licensed counselor, social worker, or psychologist for providing counseling services based on the following recommendations:
  - One counselor for every 250 students.
  - One social worker for every 400 students.
  - One psychologist for every 1,000 students.
- Implement a systematic approach for identification, referral, and follow up of students needing social, emotional, behavioral or mental health services.
- Enable self-referral by students as well as by teachers and support staff.
- 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.
- Provide social, emotional, behavioral, or mental health training to parents/guardians (small group setting, parent newsletters, district/school-wide parent/guardian night).
- Implement a system for identifying students who have been involved in any type of violence (child abuse, dating violence, sexual assault, bullying, or harassment, fighting, suicide and self-harm behaviors) and, if necessary, refer them to the most appropriate school-based or community-based service.
- Provide social, emotional, behavioral, or mental health treatment to students and families through individual and small group assessments, interventions and counseling.
- Provide social, emotional, behavioral, or mental health prevention and awareness training for students in classroom-based settings.
- Establish relationships between school and community resources for assessment and counseling services in regards to any type of violence (including bullying, suicide, and substance use).
- Provide professional development for all staff members to raise awareness of trauma-informed practices, social, emotional, behavioral or mental health prevention and intervention.
- Promote staff mental and physical well-being.
- Provide professional development for all teachers in the implementation and continuation of active peer mediation programs.
- Participate in a student health knowledge and behavior assessment.( Youth Risk Behavior Survey (YRBS), Youth Tobacco Survey (YTS), Oklahoma Prevention Needs Assessment (OPNA) and School Health Profiles (SHP).

**6. -Physical Environment-** *A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff including also psychosocial aspects for students' educational experience that can influence their social and emotional development.*

- Written alcohol, tobacco, and drug free campus policies. (Required for Excellence: Tobacco policy must be 24/7 including e-cigarettes and vapor products.) **NOTE: You must upload a copy of your tobacco-free policy if it meets the criteria for Excellence certification.**
  - **If you were certified excellence in previous years, has your district policy changed in the last year?**
- Written bullying prevention policies in alignment with the School Safety and Bullying Prevention

Act.

- Provide annual professional development regarding bullying prevention, identification, responding, and reporting for all school staff.
- Assure the school has a school health committee or team (i.e. Safe Schools Committee, Healthy & 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.
- Adopt and implement policies that encourage children and their families to walk, bike, and roll to school.
- Review and update written wellness policy to meet the required changes from the 2010 Healthy Hunger-Free Kids Act (meet USDA Final Rule –every three years).
- Adopt and implement a written policy on proper storage and disposal of prescription drugs.
- Adopt and implement a written policy on isolation and quarantining for COVID-19 and other infectious diseases (Examples in OSDE Return to Learn or CDC COVID-19 Guidance).
- Follow CDC and Local Health Authority guidance on COVID-19 mitigation strategies (mask, spacing, isolation, spacing, contact tracing)
- Participating in the process of completing or reevaluating School Health Index (SHI) in one or more topic areas (e.g. physical activity, nutrition, tobacco, asthma, safety, sexual health, and cross-cutting) (WSCC as resource?).
- Written crisis response or disaster plan that includes preparedness, response, and recovery elements addressing mental, physical and environmental crisis.
- Have at least 5% of staff (certified and non-certified) with current certification for CPR and training in the Heimlich maneuver.

**7. Social and Emotional School Climate**-*Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

- Foster a positive school climate using practices that include:
  - Communication and consistency for school-wide behavior and academic expectations for students and families.
  - Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices.
  - Hold class/school-wide activities that give students opportunities to learn about diverse cultures and experiences.
- Foster prosocial behavior by engaging students in activities such as peer tutoring, classroom responsibilities, service learning, teacher assistance, extracurricular activities, sports programs, and creative projects. Provide public recognition for students' accomplishments in these areas.
- School administrators and staff implement and enforce a clear and consistent code of conduct to uphold a standard of nonviolence for students and ensure students and families receive hard copies and/or electronic copies and must read and sign to acknowledge receipt of the code.
- All staff receive professional development on meeting the diverse cognitive, emotional, and social needs to children and adolescents annually.

- Teachers collaborate with counseling services staff to promote social and emotional learning for students.
- Implement social and emotional learning programs for all students that focuses on self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- Adopt and implement evidence based bullying programs that fit the needs of specific school population and establish a climate that prevents harassment and bullying such as The Heart of Bullying or Acting Against Bullying, along with learning about listening skills through programs such as [Feelings and Faces Handout](#) to learn empathy and understanding.
- Provide annual professional development regarding bullying prevention, identification, responding, and reporting for all school staff.
- Provide conflict resolution, bullying, or problem solving strategies for students by using evidence-based programs.
- Implement a strategy to address the overall school climate, such as learning to manage emotions using programs, such as Second Step or Empathy programs.
- Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families and communities.
- Provide training for teachers on Social and Emotional Learning (SEL) integration into all classrooms.
- Provide students with character education programs such as Character Counts or I CAN.
- Provide students with mental health wellness programs such as suicide prevention programs.
- Provide students with resiliency skills such as the recommendations from the American Psychological Association.
- Integrate Social and Emotional Learning (SEL) with other existing programs such as combining a lesson in math with personal problem solving.
- Establish yearly reviews of existing procedures for improvement.
- Brainstorm and get involved in taking steps to improve the school climate and students' sense of connectedness to the school. Involve diverse groups of school staff, students, and families in these efforts.
- Clearly communicate expectations for learning and behavior that are developmentally appropriate and applied equitably. Describe the goals of the lesson and relate them to your students' lives and the real world. Provide opportunities for students of all levels to interact, develop friendships, and engage in teamwork.

**8. Employee Wellness-** *Fostering employees with physical and mental health can protect the school staff ensuring support to students' health and academic success.*

- School or district offer staff members health education and health-promoting activities that focus on skill development and behavior change and that are tailored to their needs and interests.
- Encourage administrative support for the staff and involvement in school employee wellness.
- Promote school district wellness program to staff, assuring administrative support and communication with staff about the program.
- Offer voluntary, accessible, health screenings annually to staff including free or low-cost health assessments.
- Offer free or low-cost stress management programs annually to staff.



- Offer staff accessible and free or low-cost physical activity programs.
- Offer staff accessible and free or low-cost healthy eating/weight management programs.
- Offer tobacco prevention or cessation referral, services, or program for staff.
- Provide a private space, other than a restroom, that may be used to express breast milk and/or breastfeed.
- Provide flexible paid or unpaid break times to allow mothers to express breast milk and/or breastfeed.
- Promote the district Employee Assistance Program for staff.
- Offer immunization clinics (i.e. flu, MMR, etc.) to staff.
- Offer COVID-19 vaccinations to staff. (Work with local county health department)
- Offer COVID-19 testing to staff. (Work with local county health department to coordinate)
- Offer free or low-cost programs to staff members in the areas of:
  - Counseling, psychological, or social services to promote the emotional, behavioral, and mental health of employees.
  - 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 wellbeing.

**9. Family Engagement and Community Involvement-** *Families and school staff work together with the community to create and implement resources that support and improve learning, development, and health related activities for students.*

- Communicate with all family members about school activities and programs in a culturally and linguistically appropriate way using a variety of communication methods.
- Provide educational resources for families that address various parenting strategies.
- Partner with community groups, organizations, and local businesses to share resources and obtain volunteers to support student learning, development, and health-related activities.
- Provide parent/guardian and community member's education classes/seminars on health such as nutrition/cooking, physical activity, behavioral health, suicide prevention or other health related topics.
- Implement formal process to recruit, train, and involve family and community members as volunteers.
- Provide parent/guardian and community members education classes/seminars on computer literacy, job skills training, or literacy.
- Offer tobacco prevention or cessation referral, services, or program for parents/guardians and community.
- Offer substance abuse and mental health referral, services, or programs for parents/guardians and community.
- Assure opportunities for parents and children to interact on school grounds.
- Allow access of indoor and outdoor physical activity facilities to students, their families, and the community outside of school hours.
- Support school gardens or actively participate in community gardens by dedicating resources (i.e. fundraisers, volunteer time, containers, tools, etc).
- Partner with community-based, out-of-school programs (Boys & Girls Clubs, 21<sup>st</sup> Century Community Learning Centers, Parks and Recreation, etc.) to develop and implement routine

activities that promote health for all participants.

- Support active youth engagement for example: Student Wellness team, SWAT team (Students Working Against Tobacco), 2M2L (Too Much To Lose), SADD (Student Against Destructive Decisions), 4H or FFA (Future Farmers of America), Peer Mediation, Scout Programs

**BE SURE YOU HAVE:**

- Completed ALL questions in the application
- Submit ONLY online (Do NOT submit via fax or mail)
- Correct mailing addresses, email
- Complete name of business
- Checked all items that apply to your school

**NOTE**

- Please read future e-mails related to Certified Healthy Business
- Do not forget to print a copy of EACH PAGE of your application (using you web browser's print button) Remember that Certification must be renewed annually.

**Thank you for your participation!**

Community Analysis and Linkages - Community Development Services, OK State Dept. of Health,  
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