

North Dakota Department of Public Instruction
Healthy and Safe School Environment System Standards – March 2007

North Dakota System Standards for a Healthy and Safe School Environment

March 2007

North Dakota Department of Public Instruction
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Publication Availability

An electronic version of the North Dakota System Standards for a Healthy and Safe School Environment is available online at the North Dakota Department of Public Instruction website:

<http://www.dpi.state.nd.us/health/CSH/partner.shtm#system> or <http://www.dpi.state.nd.us/child/team/index.shtm>.

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Introduction

The “North Dakota System Standards for a Healthy and Safe School Environment” were developed to assist school personnel in the planning and implementation of a whole school approach to healthy eating, physical activity and a safe, caring and respectful culture and climate. The system standards are not a mandate, but schools may consider using them in the school improvement process to address health-related and affective goals.

The Department of Public Instruction contracted with RMC Research Corporation in Denver to facilitate the development of the system standards and to align assessment checklists for a healthy and safe school environment. This was done in accordance with accepted protocols for North Dakota content standards.

A team of school district and state agency staff with backgrounds in the areas of nutrition, physical activity and school environments participated in the development of the system standards, checklists and rubrics.

The three system standards are: 1) Whole School Approach to Healthy Eating; 2) Whole School Approach to Ensuring Physical Activity; and 3) Whole School Approach to Providing a Safe, Caring and Respectful School Culture and Climate. For each of the standards, the writing team developed benchmarks, proficiency descriptors, and examples of evidence. Educators and other school staff reviewed and offered comments for revisions throughout the two year development process.

The supplementary tools included with the system standards are:

- “School Improvement Checklists” to assess the school in three areas addressed in the standards. The checklists are designed for use at the school district or school building level to assess where the school needs improvement. They can be completed by a variety of school staff, stakeholders, or others in the community. The checklists are aligned with the standards and benchmarks and include rubrics for levels ranging from fully in place to not in place. The rating grid for the checklists includes a place to indicate “don’t know” with zero points in the rating.
- Rubrics for: Advanced, Proficient, Partially Proficient and Novice
- A glossary to define terms not commonly known
- A resource list to assist schools in the implementation process.

Rationale

Creating and maintaining healthy, safe environments for children is an important task facing educators today. The North Dakota System Standards for a Healthy and Safe School Environment were developed as a guide for school personnel to help them understand the importance of creating and maintaining healthy environments.

Sound nutrition practices, regular physical activity, and safe environments provide the foundation for development and learning. Reports from the National Center for Disease Control and Prevention (CDC) continue to cite proper nutrition and regular physical activity as key factors in improving the overall health of children.

When school staff have a personal commitment to health it often transfers into a greater commitment to the health of students and creates positive role modeling. A school's environmental support for healthy behaviors must be in place so that skills learned in the classroom are practiced in daily life.

Given sufficient attention and support, young people have the chance to grow up healthy and whole in body and in mind. What are at stake are not only the precious individual lives of young people, but also national health and our future as a nation.

North Dakota System Standards for a Healthy and Safe School Environment Writing Team

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Standard I - Whole School Approach to Healthy Eating		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>1. Commitment to Nutrition</p> <p>I.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive healthy school nutrition plan.</p>	<p>I.1.1.1 The school board adopts a policy to encourage healthy eating, and the school community implements the policy.</p>	<p>Healthy school nutrition environment policy may encompass:</p> <ul style="list-style-type: none"> • Non-food items being used as rewards. • Drinking water being readily available. • Healthy food options included at parties, celebrations, staff meetings, and social events. • Parents providing a variety of nutritious foods if students bring bag lunches or snacks from home. • Organizations raising funds by selling healthy foods or non-food items. • The school system has appropriate restrictions on student access to vending machines, food stores and snack bars, or making sure healthy options are available. • Nutrition standards are developed or adopted locally.
	<p>I.1.1.2 The school community promotes positive and motivating messages about the healthy food choices through a variety of media.</p>	<p>Healthy nutrition is promoted through local media venues, announcements, school newspaper, posters, students create placemats/table tents, T-shirts. School meals are marketed to appeal to all students who are encouraged to choose and consume a nutritious meal.</p>
	<p>I.1.1.3 Partnerships are in place to support healthy eating.</p>	<p>Nutrition action team is composed of parents, students, community members, and staff.</p>

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Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>2. Quality Approach to Healthy Eating</p> <p>I.2.1 All food choices in the school and at school sponsored events meet or exceed the United States Department of Agriculture (USDA) Nutrition Standards or the locally developed/adopted nutrition plan.</p> <p>I.2.2 Food safety is a key component wherever food and beverages are served.</p> <p>I.2.3 The dining room environments fosters pleasant eating experience and appropriate social skills.</p>	<p>I.2.1.1 Healthy choices are encouraged at all school sponsored events according to local school policy.</p> <p>I.2.2.1 Safe food handling practices are used wherever food and beverages are consumed.</p> <p>I.2.3.1 Eating environments are relaxed and enjoyable.</p> <p>I.2.3.2 All school staff model healthy eating.</p> <p>I.2.3.3 Adults properly supervise dining areas.</p>	<p>Foods and beverages offered are lower in fat, sugar and/or sodium.</p> <p>Students and staff wash hands with warm water and soap before preparing or eating food.</p> <p>Foods are stored, prepared, and served in accordance with safe food handling practices.</p> <p>Eating locations</p> <ul style="list-style-type: none"> • Are clean • Are attractively furnished with appropriate displays • Have adequate space <p>Meal periods are adequate for all students to eat and socialize.</p> <p>Healthy eating habits are modeled throughout the school.</p> <p>Adults use creative innovative methods to supervise. Adequate numbers of adults are used to supervise.</p>

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Standard I - Whole School Approach to Healthy Eating		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Education to Promote Nutrition</p> <p>I.3.1 The school system provides nutrition education that teaches the skills needed to adopt healthy eating behaviors.</p> <p>I.3.2 All school food service staff receive on-going, appropriate training.</p>	<p>I.3.1.1 The school implements health education standards that include nutrition education.</p> <p>I.3.1.2 Nutrition education topics are integrated within the comprehensive school curriculum</p> <p>I.3.1.3 School community coordinates with food service staff to implement nutrition education.</p> <p>I.3.2.1 The school system develops a plan for the professional development of school food service staff</p>	<p>Materials are available for staff to implement nutrition education</p> <p>Nutrition education curriculum is integrated into core curriculum areas</p> <p>Food service staff prepares meals in alignment with curriculum units.</p> <p>Professional training is provided through Pathways Training Series, DPI workshops, or local entities.</p>

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Standard II - Whole School Approach to Ensuring Physical Activity		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Commitment to Physical Activity</p> <p>II.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive physical activity plan.</p>	<p>II.1.1.1 The school board adopts a policy to encourage physical activity and the school community implements the policy.</p> <p>II. 1.1.2 The school community promotes positive and motivating messages about physical activity and wellness through a variety of media.</p> <p>II.1.1.3 Partnerships are in place with businesses and community organizations to help support physical activity.</p>	<p>Staff and students incorporate movement into their day.</p> <p>Wellness programs are provided before and/or after school.</p> <p>School system provides information to the community and within the school setting about physical activity and wellness, e.g., newsletters, newspapers, announcements, calendars, and flyers.</p> <p>School system collaborates with businesses and community organizations to explore incentives and benefits in the development of a physically active community, e.g., YMCA, recreation department, golf course, gyms, and insurance providers.</p>

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Standard II - Whole School Approach to Ensuring Physical Activity		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Quality Approach to Physical Activities</p> <p>II.2.1 The school system provides a safe environment that encourages physical activity.</p>	<p>II.2.1.1 School system has a plan for indoor and outdoor physical activities throughout the day.</p> <p>II.2.1.2 The school system maintains and provides safe equipment to promote physical activity.</p> <p>II.2.1.3 School system has space for physical activity.</p>	<p>Staff and students are engaged in appropriate physical activities during break and/or lunchtime.</p> <p>Equipment is available to develop gross motor skills, e.g., jump ropes, balls, hula-hoops, treadmill, etc.</p> <p>Routine safety inspections occur regularly and needed maintenance is completed in a timely manner.</p> <p>Gyms, playgrounds, and designated spaces are available and accessible.</p>

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Standard II - Whole School Approach to Ensuring Physical Activity		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Education to Promote Physical Activity</p> <p>II.3.1 The school system provides opportunities for staff to become educated about instructional strategies that incorporate active learning and physical movement.</p> <p>II.3.2 The school system has a professional development plan regarding healthy physical activity and how to use equipment safely.</p>	<p>II.3.1.1 Staff engages in professional development opportunities and incorporates active learning and physical movement in instruction.</p> <p>II.3.2.1 The school system educates students and staff on healthy physical activities and the safe use of school equipment.</p>	<p>Staff utilizes physical movement in his/her instruction using brain-based learning, hands on learning, active learning, cooperative/collaborative learning, or inquiry based learning.</p> <p>A needs assessment is administered.</p> <p>Professional development agendas or calendars are available for review.</p>

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Standard III - Whole School Approach to Providing a Safe, Caring and Respectful School Culture and Climate		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Commitment to Safe, Caring, and Respectful School Culture and Climate</p> <p>III.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive plan for a safe, caring, and respectful school culture and climate.</p>	<p>III.1.1.1 The school board adopts a policy supporting a safe, caring and respectful school culture and climate, and the school community implements the policy.</p> <p>III.1.1.2 The school district has partnerships and collaborates with local organizations and/or businesses that support the school climate and culture in positive ways.</p>	<p>Safe, caring, and respectful school culture and climate policies may encompass:</p> <ul style="list-style-type: none"> • discipline code • child protection • crisis and emergency plans • suicide prevention • alcohol, tobacco, and other drugs • weapons • bullying and harassment. <p>The school is welcoming, clean and cared for, and respected by the school community.</p> <p>Partnerships with local services are utilized, e.g., McGruff, Police Youth Bureau Liaison, School Resource Officer, Officer Friendly, the local public health unit, and Adopt-a-Cop.</p>

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Standard III - Whole School Approach to Providing a Safe, Caring and Respectful School Culture and Climate		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>Quality Approach to Safe, Caring and Respectful School Environment</p> <p>III.2.1 A comprehensive plan includes a focus on high expectations of student performance and behavior in all aspects of the school experience.</p>	<p>III.2.1.1 School has high expectations and provides a variety of opportunities for students' successes.</p> <p>III.2.1.2 The school system fosters a climate that meets the social and emotional needs of students and creates mutual respect and trust among the school community.</p>	<p>Recognition is given for effort, performance, leadership, service, and other improved behaviors.</p> <p>Interactions and communications are respectful among all members of the school community, e.g., student to student, student to teacher, teacher to student, staff to staff, parents to staff, staff to parents</p>

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Standard III - Whole School Approach to Providing a Safe, Caring and Respectful School Culture and Climate		
Benchmark Expectations	Proficiency Descriptor	Examples of Evidence
<p>III. Education to Promote Safe, Caring and Respectful School Culture and Climate</p> <p>III.3.1 School system provides interactive character education in all grade levels, which teaches the skills needed for social, emotional and mental health.</p> <p>III.3.2 All school staff participates in ongoing professional development activities addressing healthy climate and culture.</p>	<p>III.3.1.1 Character education is integrated within a comprehensive school curriculum.</p> <p>III.3.2.1 The school staff is included in planning and receiving professional development addressing safe, caring, and respectful school culture and climate.</p> <p>III.3.2.2 All school staff model the characteristics of a safe, caring, and respectful school community.</p>	<p>Character Education Programs may include: Life skills, Life-long Guidelines, Restitution, Character Counts.</p> <p>Evidence of professional development includes meeting agendas, participation lists, and training materials.</p> <p>Mutual respect and trust is modeled among the school community.</p>

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GLOSSARY

A la Carte A menu that prices each item separately.

Active learning Providing opportunities for students to engage in learning through movement and hands on activities including varied approaches to learning a concept, cooperative learning, inquiry and learning teams.

Benchmark A standard for judging performance.

Brain-based An understanding of the biology of learning related to classroom practices in understanding how the brain makes meaning through pattern recognition, prepares to act through mental programs and responds to emotion.

Bullying Repeated and systematic abuse and harassment of one person or group of people.

Character education The promotion of a healthy school environment through the development of values, life skills and restitution activities. It creates school environments that build relationships among students, educators and the community to overcome obstacles that can interfere with learning.

Cooperative learning Instructional strategies that develop cooperative group behaviors including the division of tasks, peer teaching, and individual and group accountability for products. Cooperative learning strategies explicitly teach students how to be productive and supportive group members.

Dietary Guidelines (also known as Dietary Guidelines for Americans) Guidelines to help build healthful eating patterns and take action for good health. These guidelines are intended for healthy children (ages 2 years and older) and adults of any age.

Evidence A description of performance related to standards and other aspects of educational systems.

Harassment To irritate or torment persistently. Occurs when a series of intentional, cruel incidents that are deliberately hostile and aggressive are directed toward a person. It also occurs when actions of one or more persons create an intimidating, hostile or offensive learning environment for an individual or small group of individuals.

Health nutrition evidence Evidence based on rigorous research showing that this practice and/or program improves student health or achievement.

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Healthy School Nutrition Environment Healthy eating and an active lifestyle are taught and supported in the classroom, cafeteria and throughout the school.

Life Skills Skills to guide students individually and in groups to an understanding of the personal and social behaviors that will enable them to do their personal best and thus enhance the likelihood that they will attain their personal goals.

Needs assessment The centerpiece of the planning process which identifies the school's strengths and weaknesses, specifies priorities for improving student achievement and meeting standards, helps planners focus on school wide issues and link goals with hard data.

Nutrition standards Levels set by USDA for calories and selected nutrients for school meals to meet the Dietary Guidelines.

Nutritious food Food that contribute high levels of nutrients such as vitamins and minerals in addition to calories.

Physical activity Any purposeful movement that results in an expenditure of energy.

Proficiency descriptor Having or demonstrating an expected degree of knowledge, quality of performance or skill in a particular area.

Safe and healthy school environment An environment that attends to the physical and aesthetic surroundings, and psychosocial climate and culture that maximizes the health and safety of students and staff.

School climate Sum of the values, cultures, safety practices, and organizational structure of the school that cause it to function and react in particular ways. It is the overall atmosphere of a school's learning environment. The general tone or prevailing attitude within the school includes the physical attributes of the school as well as the way business is carried out in the school. It is affected by how well students, staff and the community interact and what approaches are used to solve problems.

School community – Includes students, staff, parents and community organizations to enhance the education of the learner.

School culture The predominating attitudes and behaviors that characterize the functioning of a group or organization.

School health services Preventive services, education, emergency care, referral and management of acute and chronic health conditions. Designed to promote the health of students, identify and prevent health problems and injuries and ensure care for students.

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School sponsored events Events planned and offered by the school during the school day or offered by the school outside of the school day, either on or off the school premises.

Stakeholders Someone who has a stake in an organization or a program. Stakeholders either affect the organization/program or are affected by it. Stakeholders include: people who staff a program (e.g., management, staff); people who are affected by a program (e.g., clients, their families, and the community); people who contribute to a program in other ways (e.g., contributors, funding agencies and foundations, volunteers, partner organizations, board members, etc.); and people with a vested interest in the program (e.g., politicians, neighbors, etc.).

System Standards Statements that identify the essential components that should be within a school system for Healthy Eating, Physical Activity, and Safe, Caring, and Respectful School Culture and Climate. Standards also identify behaviors and attitudes related to success in and outside of schools.

RESOURCES

Several resources that may be helpful to schools to implement the “North Dakota System Standards for a Healthy and Safe School Environment” can be accessed at the following website: <http://www.dpi.state.nd.us/child/resourcesforSS.pdf>. The resource list includes general resources, and resources for each of the three standards, nutrition, physical activity and a safe environment.

North Dakota System Standards for a Healthy and Safe School Environment

SCHOOL IMPROVEMENT CHECKLISTS

How to use the checklists:

- Form a healthy school environment team or utilize an existing school wellness group and schedule a meeting. Suggested team members: teacher, administrator, foodservice director or manager, parent, student, parent organization member, physical education and health teachers, counselor, community members or school nurse.
- Make copies of this checklist for all members, but complete one master copy as a team. Add up the points for each column, based on the number of checks in each. Add the scores for each of the components and write that score underneath each section. If additional information is needed before choosing a response, put a check under the “Don’t Know” column and assign a team member to find the answer if possible. Adjust the score when “Don’t Know” is amended to one of the other responses.
- After completing the checklist and writing a score for each component, look through the checklist and circle the “1s”. These are priority areas but select the area to focus on this year based on budget, time needed to make a difference, district/building priorities and expertise, and resources for your team.
- Use the action plan at the end of the checklist section for items on which to focus. Delegate which team member is responsible and the date by which the action needs to be accomplished.

Scoring Criteria: 4=Fully in place; 3=Partially in place; 2=Under development; 1=Not in place; 0 =Don’t know

SCHOOL IMPROVEMENT CHECKLIST – STANDARD I

Standard I: Whole School Approach to Healthy Eating	Fully in Place (4)	Partially in Place (3)	Under Development (2)	Not in place (1)	Don't Know (0)
I.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive healthy school nutrition plan.					
I.1.1.1 School board adopts a policy to encourage healthy eating, and the policy is implemented by the school community.					
I.1.1.2 The school community promotes positive and motivating messages about the healthy food choices through a variety of media.					
I.1.1.3 Partnerships are in place to support healthy eating.					
I.2.1 All food choices in the school and school sponsored events meet or exceed the United States Department of Agriculture (USDA) Standards or the locally developed nutrition plan.					
I.2.1.1 Healthy choices are encouraged at all school sponsored events according to local school policy.					
I.2.2 Food safety is a key component wherever food and beverages are served.					
I.2.2.1 Safe food handling processes are used wherever food and beverages are consumed.					
I.2.3 The dining room environment fosters pleasant eating experiences and appropriate social skills.					
I.2.3.1 Eating environments are relaxed and enjoyable.					
I.2.3.2 All school staff model healthy eating.					
I.2.3.3 Adults properly supervise dining areas.					
I.3.1 The school system provides nutrition education that teaches the skills needed to adopt healthy eating behaviors.					
I.3.1.1 The school implements health education standards that include nutrition education					
I.3.1.2 Nutrition education topics are integrated within the comprehensive school curriculum.					
I.3.1.3 School community coordinates with food service staff to implement nutrition education.					
I.3.2 All school food service staff receive on-going, appropriate training.					
I.3.2.1 The school system develops a plan for the professional development of school food service staff.					
Totals					

SCHOOL IMPROVEMENT CHECKLIST – STANDARD II

Standard II: Whole School Approach to Ensuring Physical Activity	Fully in Place (4)	Partially in Place (3)	Under Development (2)	Not in place (1)	Don't Know (0)
II.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive physical activity plan.					
II.1.1.1 The school board adopts a policy to encourage physical activity and the school community implements the policy.					
II. 1.1.2 The school community promotes positive and motivating messages about physical activity and wellness through a variety of media.					
II.1.1.3 Partnerships are in place with businesses and community organizations to help support physical activity.					
II.2.1 The school system provides a safe environment that encourages physical activity.					
II.2.1.1 School system has a plan for indoor and outdoor physical activities throughout the day.					
II.2.1.2 The school system maintains and provides safe equipment to promote physical activity.					
II.2.1.3 School system has space for physical activity.					
II.3.1 The school system provides opportunities for staff to become educated about instructional strategies that incorporate active learning and physical movement.					
II.3.1.1 Staff engages in professional development opportunities and incorporates active learning and physical movement in instruction.					
II.3.2 The school system has a professional development plan regarding healthy physical activity and how to use equipment safely.					
II.3.2.1 The school system educates students and staff on healthy physical activities and the safe use of school equipment.					
Totals					

SCHOOL IMPROVEMENT CHECKLIST – STANDARD III

Standard III: Whole School Approach to Providing a Safe, Caring, and Respectful School Culture and Climate	Fully in Place (4)	Partially in Place (3)	Under Development (2)	Not in place (1)	Don't Know (0)
III.1.1 School staff, students, and parents prepare, adopt, and implement a comprehensive plan for a safe, caring, and respectful school culture and climate.					
III.1.1.1 The school board adopts a policy supporting a safe, caring and respectful school culture and climate, and the school community implements the policy.					
III.1.1.2 The school district has partnerships and collaborates with local organizations and/or businesses that support the school climate and culture in positive ways.					
III.2.1 A comprehensive plan includes a focus on high expectations of student performance and behavior in all aspects of the school experience.					
III.2.1.1 School has high expectations and provides a variety of opportunities for students' successes.					
III.2.1.2 The school system fosters a climate that meets the social and emotional needs of students and creates mutual respect and trust among the school community.					
III.3.1 School system provides interactive character education in all grade levels, which teaches the skills needed for social, emotional and mental health.					
III.3.1.1 Character education is integrated within a comprehensive school curriculum.					
III.3.2 All school staff participates in ongoing professional development activities addressing healthy climate and culture.					
III.3.2.1 The school staff is included in planning and receiving professional development addressing safe, caring, and respectful school culture and climate.					
III.3.2.2 All school staff model the characteristics of a safe, caring, and respectful school community.					
Totals					

SYSTEM STANDARDS ACTION PLAN

Target Area:			
Objectives:			
Action Strategies:	Person(s) Responsible:	Timeline:	Resources:

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RUBRICS*

	Level 4 (Advanced)	Level 3 (Proficient)	Level 2 (Partially Proficient)	Level 1 (Novice)
I.1.1.1	<p>School board adopts, implements, and evaluates a written policy on healthy eating, physical activity, and safe, caring, and respectful school climate and culture with high expectations for positive results.</p> <p>Comprehensive continuous improvement becomes the way of doing business at the school, based on team recommendation from data that is gathered and analyzed.</p>	<p>School board adopts a policy for healthy eating, physical activity, and safe, caring, and respectful school climate and culture with high expectations for positive results.</p> <p>Some changes are made at a team level for continuous improvement based on some data that is gathered from a few stakeholders about healthy eating, physical activity, and safe, caring, and respectful school climate and culture.</p>	<p>The school has some plan for healthy eating, physical activity, or safe, caring, and respectful school climate and culture with expectations for positive results.</p> <p>Individuals make isolated changes from data gathered from a few stakeholders about healthy eating, physical activity, or safe, caring, and respectful school climate and culture.</p>	<p>No written plan or policy exists for healthy eating, physical activity, or safe, caring, and respectful school climate and culture.</p> <p>No overall plan for evaluation and continuous improvement. A team does not exist. No data is gathered with which to make changes about healthy eating, physical activity, and safe, caring, and respectful school climate and culture.</p>
<p>I.1.1.2</p> <p>I.1.1.3</p> <p>II.1.1.2</p> <p>II.1.1.3</p> <p>III.1.1.2</p>	<p>Parents, community, business, and educators work together in an innovative fashion to implement the vision of the school. Partnerships are evaluated for continuous improvement.</p>	<p>School seeks effective business and community partnerships and parent involvement to implement the vision.</p>	<p>Some partnership exists but mostly for money and materials.</p>	<p>There is little or no involvement of parents, businesses, or community at large. School is a closed, isolated system.</p>

	Level 4 (Advanced)	Level 3 (Proficient)	Level 2 (Partially Proficient)	Level 1 (Novice)
I.2.1.1	All food choices in the school and at school sponsored events meet or exceed the USDA Nutrition Standards or the locally developed /adopted nutrition plan.	Some food choices in the school and at school sponsored events meet the USDA Nutrition Standards or the locally developed /adopted nutrition plan.	A few food choices in the school and at school sponsored events meet the USDA Nutrition Standards or the locally developed /adopted nutrition plan.	Food choices in the school and at school sponsored events rarely meet the USDA Nutrition Standards or the locally developed/adopted nutrition plan.
I.2.2.1	Food safety is a vital component wherever food and beverages are served.	Food safety is effective wherever food and beverages are served.	Food safety is adequate wherever food and beverages are served.	Food safety is substandard wherever food and beverages are served.
I.2.3.1 I.2.3.2 I.2.3.3	The dining room environment fosters a pleasant eating experience and appropriate social skills.	The dining room environment fosters a good eating experience and some appropriate social skills.	The dining room environment attempts to foster an adequate eating experience and some appropriate social skills.	The dining room environment lacks a pleasant atmosphere and social skills.
I.3.1.1 I.3.1.2	Differentiated teaching strategies are practiced, integrated and articulated school-wide. The strategies are reflected of professional development aimed at ensuring healthy student behaviors. The implementation of the shared vision of the school and the community results in systemic change.	Healthy student behavior results when the majority of teachers use effective, integrated teaching strategies in the delivery of the curriculum.	The school understands the benefits of working together to implement standards.	A comprehensive healthy and safe school environment plan does not exist.

	Level 4 (Advanced)	Level 3 (Proficient)	Level 2 (Partially Proficient)	Level 1 (Novice)
I.3.1.3	School community teams passionately support each other in the continual pursuit of quality, healthy behavior.	School community teams, set, implement, and support healthy behavior goals.	Staff, administration, students, and parents feel supported individually and begin to feel they can make changes in healthy behavior.	School staff is limited in their coordination efforts.
I.3.2.1 II.3.1.1 III.3.2.1	Quality professional development is used by all staff and is directed towards the goals of the shared vision and the continuous improvement of the school for healthy eating, physical activity, and a safe, caring, and respectful school culture and climate.	Staff is involved in year-round professional development that supports healthy eating, physical activity, and a safe, caring, and respectful school culture and climate.	Professional development is sporadic and unfocused, lacking an approach for implementing new procedures and processes.	Professional development opportunities for the improvement of student performance are absent.
I.1.1.1 I.3.1.1 I.3.2.1 II.1.1.1 II.2.1.1 II.2.1.2 II.2.1.3 II.3.1.1 II.3.2.1 III.1.1.1 III.1.1.2 III.2.1.1 III.2.1.2 III.3.2.1 III.3.2.2	A strong continuous improvement leadership team structure is set into place that allows for input from all sectors of the school, district, and community. Team leadership is diverse and interdependent.	Leadership team is active on study teams and integrates recommendations from the teams' research and analysis to form a comprehensive plan for continuous improvement. Leadership seeks inclusion of whole school community.	There is evidence that the leadership team listens to all levels of the organization but the vision is still mandated by the leader.	Leaders make all decisions with little or no input from teachers, the community, or students.

	Level 4 (Advanced)	Level 3 (Proficient)	Level 2 (Partially Proficient)	Level 1 (Novice)
III.3.2.2	Systemic change and improved student behavior result because of the implementation of the shared vision of school and community that includes safe and healthy behavior standards.	Effective classroom strategies and modeled behaviors are practiced, articulated school-wide, and reflect professional development.	Students have a few opportunities to observe adults modeling safe and healthy behavior.	Students do not have the opportunity to observe adults modeling the characteristics of safe and healthy behavior.

***Rubrics Defined**

Level 4 – Advanced (Ideal Goal)

Level 3 – Proficient (Proactive)

Level 2 – Partially Proficient (Under Development)

Level 1 – Novice (Not in Place)