



2015
SCHOOL
HEALTHY
CHAMPIONS



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HSC 2015

THE HEALTHY SCHOOL CHAMPIONS RECOGNITION PROGRAM – A COLORADO CREATION

The Healthy School Champions Recognition Program is in its fifth year of supporting and celebrating healthy schools. This program is unique in its design. Since its inception, the Champions Recognition Program has used the Score Card as a voluntary, on-line, quantitative tool to help schools assess how well they are coordinating their wellness efforts and implementing best practices in school health. It also provides a qualitative assessment as schools share successes that result from using promising practices.

The Score Card assessment tool was developed using recommendations from school health experts in Colorado which enabled it to serve the specific environment of Colorado schools. Schools gather and submit responses to Score Card questions, along with written results through a healthy school narrative and support letters — these submissions allow them to be considered for a Healthy School Champions monetary recognition award.

The progress made by Healthy School Champions has been significant — the number and quality of best practices implemented by Champions has grown, including incorporating health into schools' accountability systems, gaining support of school administrators, using data to inform school health programs, and teaching standards-based Health Education and Physical Education curricula.

EXCITING TRANSITIONS TO A NEW AND IMPROVED TOOL

In 2015, a new assessment tool called Colorado's Healthy Schools Smart Source, or "Smart Source," was piloted by several Healthy School Champions. This tool will replace the Score Card in 2016. Smart Source was developed to address data measurement "overload" experienced by many schools and districts as they assess health policies and practices. Smart Source will replace existing tools by using a core set of indicators developed through a collaborative effort, and is Colorado's unique assessment intended to be "the" school health policy and practice tool by the end of 2017.

The Healthy School Champions Recognition Program is funded by the Colorado Health Foundation and supported by The Colorado Education Initiative, the Colorado Department of Education, RMC Health, the Colorado Department of Public Health and Environment, and stakeholders throughout Colorado.



2015

**GOVERNOR'S AWARD FOR
SCHOOL HEALTH & WELLNESS
WINNER**

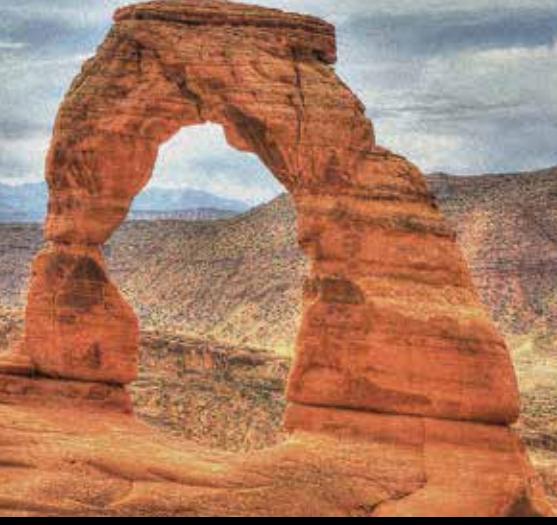


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\$6,000

2015

JF-3.1A



PAGOSA SPRINGS MIDDLE SCHOOL ARCHULETA SCHOOL DISTRICT #50 JT

For the first time in the history of the Healthy School Champions Recognition Program, a special award has been given in partnership with the Governor's Council for Active and Healthy Lifestyles. The new "Governor's Award for School Health and Wellness" recognizes a school that implements best practices to support health and wellness for students and staff. This year's winner of the Governor's Award is Pagosa Springs Middle School (PSMS).

PSMS does many things right — for example, using best practices and data purposefully, and listening to the student "voice." The school is proactive and innovative with a focus on the whole child. The school embeds a sustainability perspective into all its efforts, and monitors for continuous improvement so it doesn't become static.

CONNECTING HEALTH AND LEARNING

The Coordinated School Health (CSH) components are strongly supported in PSMS's health and wellness efforts. The school was recognized as a 2014 Healthy School Champion, and has used the momentum from that achievement to further its work to improve health and wellness at both school and district levels. New improvement efforts include the addition of three sections of sixth grade physical education.

PSMS also received \$115,000 from a "School Health Professional Grant" and a "Substance Abuse Prevention and Intervention Grant." This money will be used to fund an adventure-based learning program (Project Venture) that is designed to increase protective factors, and decrease risk factors, through outdoor experiential learning for targeted at-risk students. Grant funds will also support three, part-time behavioral health professionals that will provide substance abuse prevention and intervention for middle school and high school students.

STRATEGIC USE OF BEST PRACTICES

"I BOIL THINGS DOWN TO SUSTAINABILITY. I'VE BEEN HERE 13 YEARS AND WE WANT TO ALWAYS EMBED SUSTAINABILITY AND MONITOR FOR CONTINUOUS IMPROVEMENT SO WE DON'T BECOME STATIC. HOW YOU SPEND YOUR RESOURCES AND TIME COMMUNICATES YOUR VALUES. WE MONITOR AND ADJUST TO IMPROVE OUR H&W PROGRAM."

~ PRINCIPAL

PAGOSA SPRINGS MIDDLE SCHOOL

ARCHULETA SCHOOL DISTRICT #50 JT

STRATEGIC USE OF BEST PRACTICES, CONTINUED

Students often take quick brain breaks which help to integrate right and left brain connections and rhythm. The school counseling department provides and monitors weekly, scheduled staff and student “Pirate Time” activities (advisory periods) in order to keep wellness at the forefront of school practices.

Healthy practices permeate the school, the district, and the community, and are shared through the use of common language, and articulation of health related Major Improvement Strategies in Unified Improvement Plans (UIP's). Practices are communicated to the whole community using media releases, stories, articles and parent letters – all help support a culture of wellness and contribute to conversations in the community. Correlations between student academic growth and achievement are well documented, thereby assuring wellness practices are sustained.

A WHOLE CHILD APPROACH

PSMS and the Archuleta County School District strongly value academic performance as well as other aspects of youth development. Staff are currently developing a district strategic framework that has a top priority of developing the whole child. The school uses the Score Card to identify areas of improvement, target improvement efforts, set goals, and monitor strategic action plans.

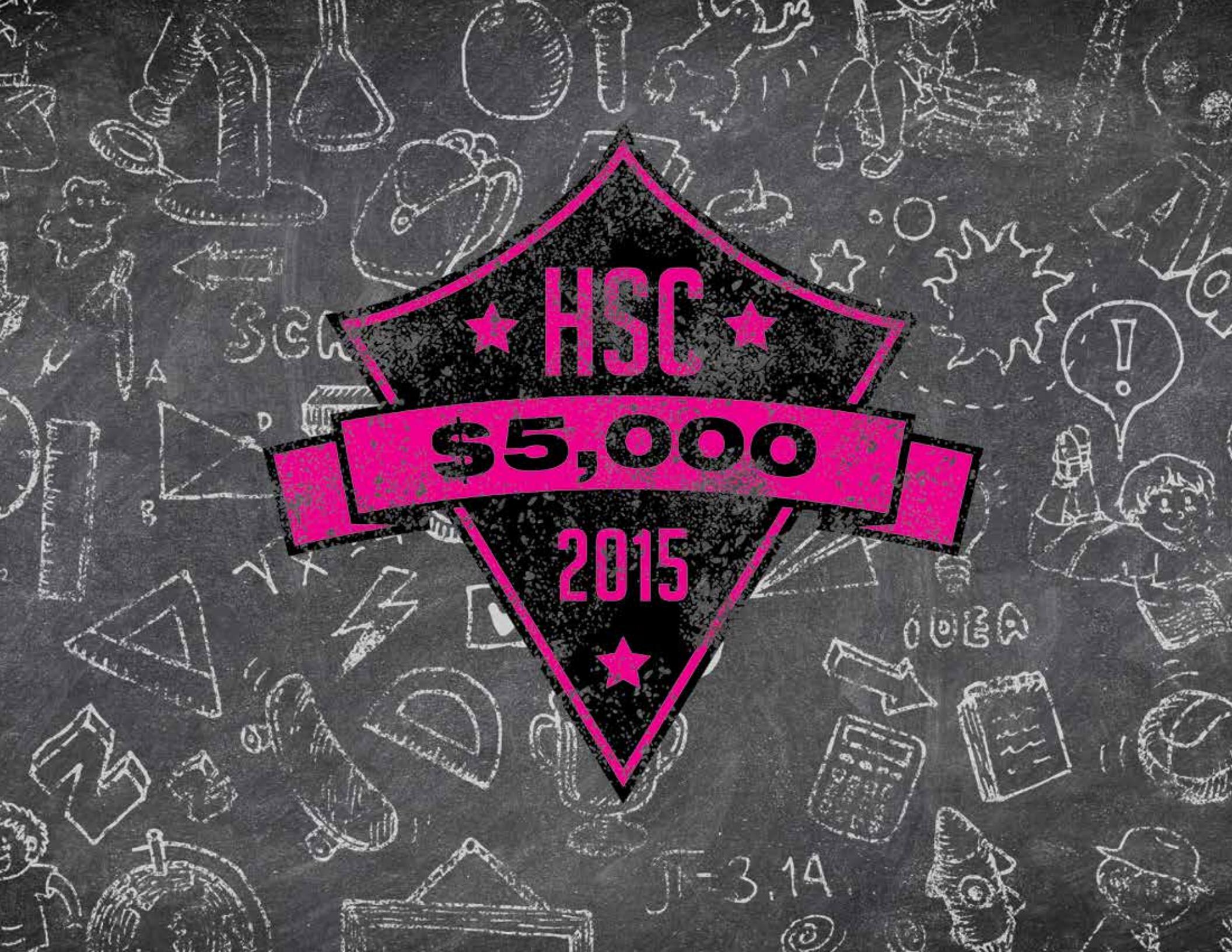
As mentioned previously, PSMS includes health and wellness in its UIP which is guiding the development of a strategic district framework with a whole child focus. An innovative approach is being piloted at PSMS where student “resumes” are created to monitor the development of all aspects of the child including fitness and health. These resumes will incorporate data that are representative of the whole child in order to address the mental, physical, and social/emotional aspects of each student. The plans will be reviewed during parent/teacher conferences and will facilitate a rich discussion with students and parents that results in individualized, strategic goal setting.



HSC

\$5,000

2015





PLACE BRIDGE ACADEMY DENVER PUBLIC SCHOOLS

CONNECTING HEALTH AND LEARNING

Creating a healthy and safe school environment is a fundamental academic support for Place Bridge Academy (PBA) students. In the fall of 2008, the school opened as the Early Childhood Education through grade eight magnet school for the refugee students of Denver Public Schools (DPS). More than 60 different languages and over 40 different countries from around the world are represented in its student body, and the school stands behind a foundation of acceptance and inclusiveness.

In designing school policies and procedures, careful consideration has been paid to the special needs of a refugee student population. For example, designing academic programs based on English language acquisition was necessary. The school's principal considered academic plans using a lens of Maslow's hierarchy of needs. This approach led to the formulation of many school health and wellness policies and is used to guide decisions that support student health and achievement.

STRATEGIC USE OF BEST PRACTICES

The Centers for Disease Control and Prevention's "Characteristics of an Effective Health Education Curriculum" provides the foundation for the best practices implemented at PBA. This document describes 15 characteristics of an effective health education curriculum, which are based on the growing body of research and include:

- Teaching functional health information (essential knowledge).
- Shaping personal values and beliefs that support healthy behaviors.
- Shaping group norms that value a healthy lifestyle.
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

At PBA, all programs incorporate the core practices in order to impart knowledge, impact attitudes, and increase positive behaviors.

A WHOLE CHILD APPROACH

DPS' health agenda includes a goal that addresses the whole child. PBA has been moving towards the whole child framework and establishing criteria for its use. DPS has turned to PBA as a model in integrating a whole child approach to guide other schools in the district. It is intuitive for the school to consider support and services for the whole child — they know if students are hungry or scared, they aren't going to learn.

HSC

\$2,500

2015



J-3.1A



CENTER HIGH SCHOOL & SKOGLUND MIDDLE SCHOOL CENTER 26 JL

In 2015, these two schools will receive a combined Healthy School Champions award of \$5,000. Together, they involve students in planning and data collection at a high level. They have increased attendance at after school programs, and promoted healthier snacks and more physical activity. Over the past year, the schools have transitioned to the Whole School, Whole Community, Whole Child (WSCC) model.

CONNECTING HEALTH AND LEARNING

In 1995, a district Health Advisory Committee (HAC) was formed. The HAC supports the entire district and is aligned to the WSCC model. Since its inception, this group has realized many accomplishments such as:

- Creating a mission statement, an operational policy, and a wellness policy with an embedded nutrition policy.
- Updating its bullying policy.
- Consulting on a crisis policy.
- Developing annual goals.
- Developing a Unified Improvement Plan (UIP), Major Improvement Strategy and a School Health Improvement Plan (SHIP) to reach goals.
- Implementing various strategies that address school health and wellness.

HAC members include representatives from physical education, health, administration, counseling, nutrition, school safety, technology, nursing, community health, law enforcement, dental health, mental health, parents, and students.

Center High School Quick Look

- Make health education a required course.
- Have a new health and physical education teacher.
- Support administrator “walk-throughs” where they visit physical education and health classes, and provide input.
- Align health and PE to CDE standards.
- Find ways to budget for supplies when needed.
- Do a lot of standards trainings, and find substitute money for teacher professional development.
- Secured a donated elliptical machine from a resort for the weight room (\$4,000 value).

Skoglund Middle School Quick Look

- Make health a required course — all students receive physical and health education.
- Commit resources and budget to fund strategies (e.g., grab and go breakfast).
- Ensure that all physical education teachers receive professional development about activity in the classroom.

STRATEGIC USE OF BEST PRACTICES

Both schools have completed the Healthy School Champions Score Card for the last three years and use the information to monitor use of best practices, and needs or gaps. They use other data to demonstrate kids making healthy choices, and correlate it with Healthy Kids Colorado Survey data. The schools have received the Colorado Department of Education's "Center of Excellence" award for growth for seven years.

The Health Advisory Committee and health coordinators are committed to implementing practices that lead to measurable results. The coordinators attend trainings as often as needed to ensure that staff are aware and up-to-date on best practices.

School curricula are either evidence-based, or based on promising practice. For example, high school health classes use Glencoe Health, and physical education classes use SPARK — both are evidenced-based programs.

A grant from The Colorado Education Initiative (CEI) helped the schools to recognize that absences were often among students who had health issues. Because of this information, they conducted vision, dental, body mass index, and asthma screenings, and followed up with parents to make sure they acted on identified health issues.

Some noteworthy accomplishments for both schools:

- Students falling below academic goals are required to attend after school tutoring which includes activity and movement.
- Eighty percent of students achieved their goal related to academics.

- Students use the "language;" for example, "brain breaks."
- Attendance has increased from 115 to 130 in average daily attendance.
- The honor roll in December 2014 logged more students than ever before.

A WHOLE CHILD APPROACH

The schools have transitioned to the WSCC model, resulting in an expansive year for their health and wellness programming. A board-approved policy for the HAC was instituted and outlines HAC operating principles, roles and responsibilities, and organizational structure. The policy requires membership that is aligned to the WSCC model. Additionally, the policy requires that the district maintain co-leaders to lead the HAC.

A big success realized by the schools is the inclusion of health in their UIP. The district superintendent has shared the UIP with community members, staff, board members and other stakeholders — during these presentations, health and academics are equally highlighted.

The schools are communicating a message that a whole child approach to learning and health will result in healthy and successful students.





EDITH WOLFORD ELEMENTARY SCHOOL ACADEMY DISTRICT 20

CONNECTING HEALTH AND LEARNING

Edith Wolford Elementary uses the Healthy School Champions Score Card to identify needs, set goals, and develop and improve its health and wellness program. The school's wellness team has seen growth over the years and this past year, it achieved its highest score.

While all team members actively share responsibilities for decisions and activities, the co-leaders:

- Coordinate and facilitate team meetings with reports and updates on wellness activities.
- Maintain a budget and search for paths to sustainability.
- Organize and schedule staff and student activities.
- Delegate responsibilities and tasks to team members.
- Collaborate with other Wolford teams, such as Positive Behavioral Intervention and Supports (PBIS), to integrate wellness.
- Attend biannual district co-leader workshops.
- Receive input from all team members and complete a School Health Improvement Plan, the Healthy School Champions Score Card, and Smart Source.

STRATEGIC USE OF BEST PRACTICES

Wolford is a pioneer and leader in Academy 20 because they "make it happen." This is the school's fourth year of

participating in Coordinated School Health and each year the school's efforts become "bigger and better." Every member of the team has a "can-do" attitude and actively takes on different roles to realize success. The team has grown from six to 12 members, and for the second year, was recognized as the "team of the year" by school staff. They are excited to be a part of a dedicated district that supports the health and wellness of students, staff and community.

A WHOLE CHILD APPROACH

The district's Health Advisory Council (HAC) provides infrastructure and oversight for continued growth and sustainability. The membership of the district HAC is representative of the Whole School, Whole Community, Whole Child (WSCC) model that calls for greater alignment, integration, and collaboration between health and education to improve each child's cognitive, physical, social, and emotional development.

Wolford is excited to have the opportunity to collaborate with 19 wellness teams in its district wellness program. With district level coordination and assistance, and support of the Board of Education, the Superintendent and the HAC, health and wellness is thriving in Academy 20.

HASKIN ELEMENTARY SCHOOL CENTER 26 JE

CONNECTING HEALTH AND LEARNING

Haskin Elementary School is a strong proponent of health and wellness programming as a way to meet the needs of all students. The school understands the need to address the physical, social, and emotional health of the child in order to achieve academic gains. Data show that when students perform better academically, they also report making better health choices. The school knows that because it is in an area with few local resources, it must collaborate to maximize what it has. A district core belief is *summed up by the statement, "We believe that with our support ALL children can achieve at high levels and be successful in life."*

STRATEGIC USE OF BEST PRACTICES

The school principal and health coordinator, along with the District Health Advisory Committee, are committed to implementing practices in the school that lead to results. The school has actively worked to implement best practices to support its Unified Improvement Plan (UIP).

To address a strategy aimed at nutrition, district principals decided to move to a “recess after the bell” schedule. The change required classroom and duty schedules to adjust, but a commitment from staff because of the proven benefits of this practice kept the change on track.

The school updates its Wellness Policy each year, and last year, it updated the policy two times. The policy was revised to reflect best practices related to food rewards, classroom parties, fundraisers, and required health education. An embedded nutrition policy was included to incorporate “Smart Snacks for Schools.”

A WHOLE CHILD APPROACH

Over the past year the school has transitioned to the Whole School, Whole Community, Whole Child (WSCC) approach. It developed a board-approved policy for the Health Advisory Committee (HAC) that outlines the HAC policy, operating principles, roles and responsibilities, and organizational structure. At the first HAC meeting of the school year, the team introduced WSCC and its enhancements from the Coordinated School Health model; they also shared information about the benefits of approaching whole health using a coordinated structure, and had members identify roles (i.e., which component they related with most). The board-adopted HAC Policy requires that the HAC include membership representative of the ten component areas of the WSCC.





MOUNTAIN VALLEY SCHOOLS MOUNTAIN VALLEY Re 1

Healthy School Champions is recognizing three levels of schools in the Mountain Valley Re 1 school district – elementary, middle and high. Together, these schools are using many best practices and working with parents and community members. The district is taking a lead and changing the culture of wellness in Mountain Valley Schools, starting with students and families.

CONNECTING HEALTH AND LEARNING

Mountain Valley Schools has a health and wellness committee that includes elementary, middle and high school teachers, parents, students and community members. A school nurse is involved in order to bring members up-to-date on health and immunization policies. Elementary teachers are involved in order to bring awareness, updates and responses to elementary health issues and concerns. All staff and wellness team members are responsible for checking in with teachers and answering questions regarding the Positive Behavioral Intervention and Supports (PBIS) initiative at Mountain Valley Schools. An administrator on the committee is responsible for keeping wellness activities within the guidelines of policies and state requirements, and provides support for new activities.

The superintendent and members of the school wellness committee are responsible for building community partnerships. These relationships help support and build a healthy school and community.

At the school level, a wellness coordinator arranges meeting times and locations, promotes health and wellness at the school, and brings in support from the community, students, and staff. This person is responsible for supporting other staff as they coordinate school health and wellness activities, and administer surveys to the community, students and staff.

STRATEGIC USE OF BEST PRACTICES

High School Life Skills uses an evidence-based “Botvin Life Skills Training Transitions” curriculum. It is a highly interactive skills-based curriculum that promotes positive health and personal development. Middle school health curricula include the Hazeldon “Project Northland” and elementary students are learning from “Protecting You Protecting Me.” Students at all grade levels are utilizing the SPARK PE curriculum and an “Energizing Brain Breaks” book.

A WHOLE CHILD APPROACH

Mountain Valley Schools know it's easy to focus on just academics; instead, they are increasing focus on the whole child. The district serves high-need, high-risk students, and as a result, works strategically to keep health as a priority and provide support for healthy students. The vision is to grow and change the culture of schools to focus on the whole child – when students leave the school setting, all will be successful physically, mentally, and emotionally.

PATTERSON ELEMENTARY SCHOOL JEFFERSON COUNTY R-1

CONNECTING HEALTH AND LEARNING

Patterson Elementary School is an International Baccalaureate (IB) school that values and strives for transdisciplinary learning. Its healthy school team has taken this same approach using the areas of Coordinated School Health (CSH). Over the years, they looked at the CSH component areas to identify needs to address and ways to integrate health and wellness into the School's Health Improvement Plan (SHIP).

A school health team of eight members works to ensure that a healthy school team is comprised of members from a variety of the CSH areas with expertise in particular components. Currently, the School Health Improvement Plan (SHIP) is focused on the integration of physical activity, healthy and safe school environment, community, family and student involvement, health promotion for staff, and nutrition services. They are finding ways for the school community to live a healthier and more active lifestyle by offering activities to students, staff, and families, both before and after school.

STRATEGIC USE OF BEST PRACTICES

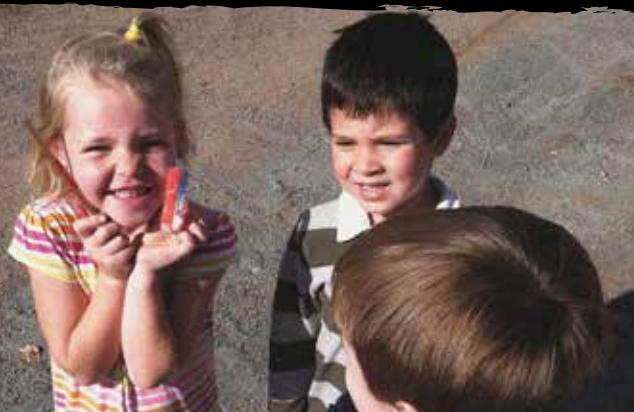
One the school's best successes in implementing best practices was the creation of a "100 Mile Club." The school health team wanted to find a way to get more kids active before the school day. The club meets three days a week before school (and twice a week during recess and/or when classroom teachers want to take kids out for brain breaks) — it is open to students

and parents. The school changed its master schedule to accommodate recess before lunch and build in brain breaks for all grades. Recess before lunch has had an impact on behavior problems resulting in a nearly 70% drop in office visits during lunch recess. More students are eating all of their lunch in a relaxed and timely manner.

A WHOLE CHILD APPROACH

Patterson Elementary School's goal is to have a healthy community, not just a healthy school, and it knows that whole family involvement is key. The school's SHIP focuses on a collaboration between health education, nutrition services, healthy school environment, and family and student involvement by working together to create healthy food policies around snacks, parties, rewards, and fundraisers.

The health team has worked to increase awareness of the importance of living a healthy, active lifestyle by encouraging participation in 5k races, making healthier food choices, and sharing ideas for balance in families' lives. They have worked with the community to provide psychological and social services, and to create a safe school environment by providing a mentoring program for struggling students, PBIS for staff to use with students, and anti-bullying programs and assemblies.





UTE PASS ELEMENTARY SCHOOL

MANITOU SPRINGS SCHOOL DISTRICT 14

CONNECTING HEALTH AND LEARNING

When Ute Pass Elementary first began its wellness journey to create an environment supporting learners in a holistic way, progress was monitored using data collection on attendance rates and other behaviors. This practice continues, and data guides decisions made by administrators and teachers in order to impact student attitudes and behaviors around learning and wellness.

The school's wellness committee, H.E.A.R.T., is responsible for advocating healthy efforts in the building and for sponsoring many events supported by grant funding. Each year, H.E.A.R.T. supports a "Walking School Bus" and "Mileage Club," along with two "connection" dinners, "Health Jam," and staff wellness initiatives. The committee is the backbone of wellness in the school, and partnerships in the community have expanded wellness efforts.

STRATEGIC USE OF BEST PRACTICES

By using best practices as a roadmap to a healthier environment, Ute Pass supports the learning of all students. Staff accomplish measurable wellness outcomes as detailed in a district wellness policy. Staff are credentialed in the areas they teach, and data from "FitnessGram," "Smart Source," and "Me and My World Survey," guide decision-making. Support for

health and wellness comes from the "top down," with the district superintendent and school principals valuing wellness initiatives and leading participation towards wellness goals. Through this leadership, and the work of the district wellness committee "Partners for Healthy Choices," the H.E.A.R.T. team advocates for student learning through programs, community and family partnerships, and strategic encouragement for healthy living for all.

A WHOLE CHILD APPROACH

Ute Pass Elementary School's mission statement describes: "*Ute Pass Elementary is committed to nurturing the whole child's academic and personal growth, supported by a rigorous, individualized learning environment and a strong partnership of student, staff, home, and community.*"

Six years ago, the school adopted the Coordinated School Health (CSH) model. Since that time, school health efforts are integrated into School Health Improvement Plans (SHIP's) that are created for each CSH component. Promoting positive healthy behaviors and living habits to increase student achievement aligns with both a district and school-level whole child focus, and the school's mission of academics, relationships, and opportunities for students.

HSC

\$1,000

2015



SAND CREEK ELEMENTARY SCHOOL

HARRISON SCHOOL DISTRICT #2

"There's lots of people in this world who spend so much time watching their health that they don't have the time to enjoy it."
~Josh Billings

Since the Sand Creek Health and Wellness Team formed in the Spring of 2012, this quote has been the foundation on which it developed wellness goals. Team members knew that in order to gain support they needed to make health and wellness a fun proposition. They didn't want the message of healthy change to be lost because of a negative perception of "have to." The school built a network of support with community partners including LiveWell Colorado Springs and the Colorado Pikes Peak Region Healthy Schools Initiative.

The school has effectively used social media to create a positive perception and awareness of health. A Facebook page features health tips, healthy snack alternatives, and health statistics relevant to the school's population and community. The page provides a platform for posting pictures of health and wellness events, and for recognizing teachers and students who demonstrate healthy habits in classrooms or personal lives. Students comment that it is fun to see their teachers and other staff members hiking, running, and exercising.



STETSON ELEMENTARY SCHOOL

FALCON SCHOOL DISTRICT 49

At Stetson Elementary School a passionate team works together to ensure a holistic approach to wellness. They know that a healthy school depends on the coordinated efforts of staff, parents, and community members — all committed to student physical, emotional, and psychological health. The team works together to bring physical activities into academic learning, model healthy lifestyles, and foster a positive relationship with parents and the community.

As the school looks to the future, they plan to use the Whole School, Whole Community, Whole Child (WSCC) model to make improvements to its healthy school environment. The school's Unified Improvement Plan (UIP) includes nutrition, wellness education, and physical activity and its School Health Improvement Plan (SHIP) guides community engagement and staff wellness. Together, these tools define health and wellness goals, enabling the school to set appropriate targets and plan activities that result in desired changes.

"Everything is integrated across the grade levels. 5th graders are doing composting, and my younger kids are learning what to contribute to the compost. Each grade participates at the level they can." ~Parent

HSC

\$500

2015





COLUMBINE HILLS ELEMENTARY SCHOOL JEFFERSON COUNTY R-1

Columbine Hills Elementary (CHE) was on a mission to become a Healthy School Champion. A committed group of parents and staff members actively work together to instill healthy school practices into the School Health Improvement Plan (SHIP). A School Health Team uses the components of the Coordinated School Health (CSH) model to develop goals, implement actions, and assess progress towards healthy school initiatives. CHE collects and analyzes data. For example, the school's "Fit with Fred Fridays" had 25 students participate during Spring 2014. A goal was set to at least double student participation in Fall 2014, and this goal was exceeded with 88 students participating in "Tune Up Tuesdays." The school uses its biannual student survey data (from the district's "Make Your Voices Heard" survey) for students in grades two to six to understand more about perceptions of school safety and health practices.

FREMONT ELEMENTARY SCHOOL FREMONT RE-2, FLORENCE COLORADO

At Fremont Elementary School (FES) the Health and Wellness Committee promotes and supports the needs of the whole child — to feel and be safe, to be nourished and physically active, to be educated, to have a sense of belonging, and to feel loved. The committee fulfills its role by sponsoring various programs and events at FES. For example, the committee sponsors a "Caught Being Healthy" program which provides an incentive for students to make healthy choices at lunch and snack times. Students are tracked by the building health technician, and prizes are funded through Health and Wellness Committee fundraisers. During the 2013-2014 school year, over 70% of FES students were recognized for making healthy choices. For 2015, the committee has set a goal of 80% student participation.

GUNNISON ELEMENTARY SCHOOL GUNNISON WATERSHED Re1J

Gunnison Elementary School believes that good health is essential to learning. Its Health Leadership Team (HLT), a group of about ten people, is given a task of developing and implementing healthy options and decisions for the school using the district's school wellness policy. The HLT coordinates and encourages weekly staff walking groups and use of the middle school's fitness room; it also negotiates affordable membership rates with local fitness centers. Family, student, and community involvement is a very evident in the school. The Gunnison Valley PTA runs school spirit days, fundraisers, and events for students. The PTA financially supports various summer reading programs, Girls on the Run®, and other events that encourage mental and physical activity.

HARRISON SCHOOL CANON CITY SCHOOLS Re-1

The Harrison School campus and its health team use a number of tools to inventory wellness activities and programs — the Healthy School Champions Score Card, a Wellness School Assessment, and school climate surveys. Data are closely reviewed and analyzed by the school's Health Team, Positive Behavioral Intervention and Supports (PBIS), and Nutritional, Health, and Custodial Services. The school uses data to support the evaluation of existing School Health Improvement Plans (SHIP's) as well as to support SHIP's in development. Gathering, compiling, and calibration of data not only supports the work of the School Health Team, it also helps align wellness efforts with those of other school services and committees. This coordinated approach helps to impact the whole child.

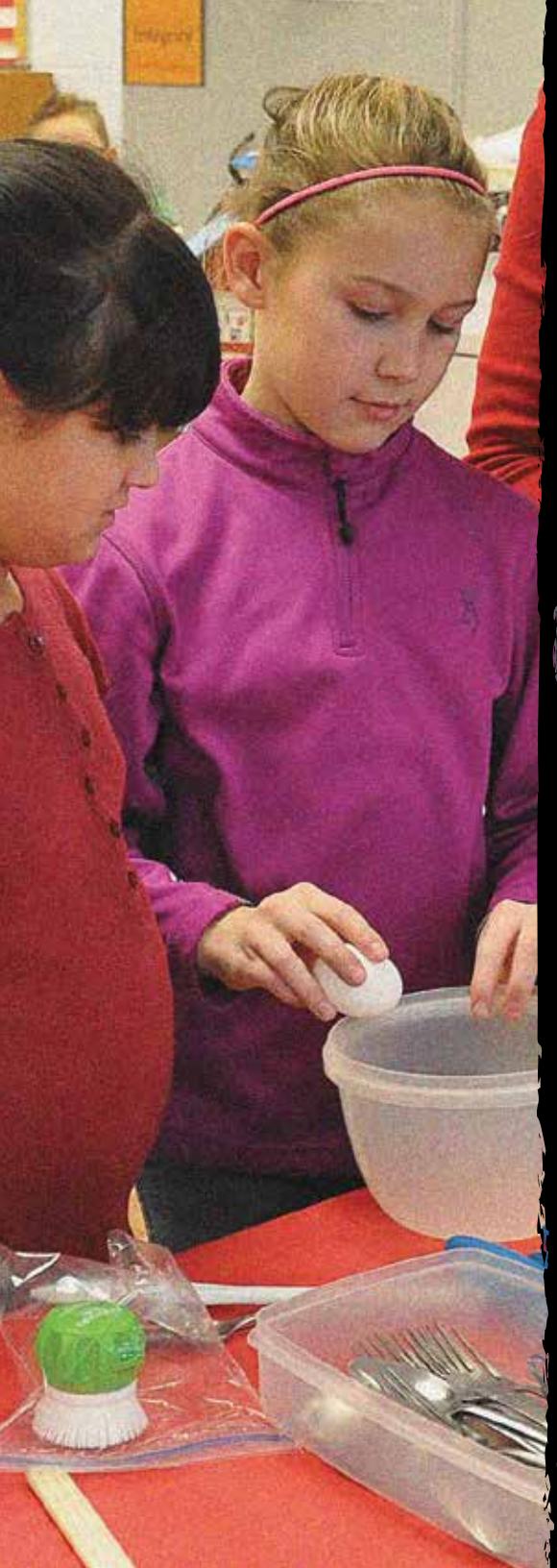
LAREDO ELEMENTARY SCHOOL ADAMS-ARAPAHOE 28J

Nutrition Services at Laredo Elementary School are connected to its healthy school efforts. Students get meals cooked from scratch every day providing wholesome and nutritious food. Many vegetables are "hidden" in the recipes, so students don't even know they are getting healthy food. A "Go, Slow, Whoa" program is offered in connection with Nutrition Services. This program provides classroom time to educate students about foods that should be eaten all the time, occasionally, or only on special occasions. In the cafeteria, foods are labeled as "Go, Slow, or Whoa" foods to continue the education. The school also offers "Breakfast in the Classroom" which provides a free breakfast to all students. This type of nutrition supports students' ability to learn and focus in the classroom. Nutrition Services collaborates with numerous vendors that donate granola bars, fruits and water to the school's "Family Activity Night" so that students and parents can have a healthy snack.

MANITOU SPRINGS ELEMENTARY SCHOOL MANITOU SCHOOL DISTRICT 14

"In a perfect world, what would your dream elementary school look like?" The answer from staff at Manitou Springs Elementary School is — dare to dream. As a result, and with the school's internal efforts to teach through integrated units, its programs overlap with a number of the school health components and an emphasis on "Relationships, Rigor and Opportunity" (R2O), a district theme. Students are encouraged in all three areas to include wellness, and test scores are considered as just one piece of a child's overall education. The school considers itself to be a whole child school, and its efforts are reflected in healthy programs.





MOUNTAIN VIEW CORE KNOWLEDGE SCHOOL CANON CITY SCHOOLS Re-1

A need identified by Mountain View Core Knowledge School was access to healthy snacks during the school day. The school's health and wellness team collected data on the number of students that brought fresh fruit or vegetables to school for snacks. Within a one-week time frame, the results were alarmingly low. Just eighteen students were rewarded with a "ticket" for bringing in a healthy snack during the first week of the program. Staff then began to promote the healthy snack message and offered a prize at the end of each week to those students who brought in a fresh fruit or vegetable for a snack. During the second week, 128 students participated, and by week three there were 258 participating students. Students who had never brought in any kind of snack were bringing in healthy snacks. The program was built off of a School Health Improvement Plan (SHIP) that had an objective of 80% of students eating fresh fruits or vegetables for snacks on a daily basis.

SWINK ELEMENTARY SCHOOL SWINK DISTRICT 33

In a rural community, where resources are scarce, teamwork is vitally important. Swink Elementary School, with 200 kindergarten through sixth grade students, epitomizes the teamwork necessary to create a safe, healthy, nurturing and thriving educational environment. The components of the Coordinated School Health model are integrated into the school's efforts to create a culture of health and wellness. A strong health curriculum is vital to the school, as is a nutritionally-sound food services program, ample active time in Physical Education (PE) class, recess, and a strong system of emotional support and family involvement. All of these components are important, and together, they are transformational for this school and its community.

WESTPARK ELEMENTARY SCHOOL LAKE COUNTY SCHOOL DISTRICT

Westpark Elementary School has a five member team devoted exclusively to health and wellness. Four of the team members serve on a number of other school and community groups, and are able to represent school health and wellness throughout the community. Based on an annual wellness assessment, community data, and student, parent and staff feedback, Westpark Elementary School implements projects that impact school climate, student and family engagement, and the health of students and staff. As a small school with a number of new staff, they are striving to connect wellness work to the efforts of other committees and staff, and continue to focus on building those relationships.

HSC

\$300

2015





ACADEMY 360 ELEMENTARY SCHOOL DENVER PUBLIC SCHOOLS

Academy 360 Elementary School is driven by a mission to develop students' minds, bodies, and characters so they lead healthy and fulfilling lives in school, college, and beyond. Through "School Linked Health Services" they are expanding services and growing to serve mothers in need of prenatal services as well as students through the 5th grade. The school serves the unique needs of its community and engages family and community members.

BEATTIE ELEMENTARY SCHOOL POUDRE SCHOOL DISTRICT

Poudre School District's vision embraces a culture of wellness that creates, empowers, and sustains lifelong attitudes, skills, and behaviors that promote healthy lifestyles. Beattie Elementary School's wellness mission statement is to "improve the health of students in a safe environment to increase academic achievement." This is the second year Beattie's wellness statement is included in its Unified Improvement Plan.

CAÑON EXPLORATORY SCHOOL CAÑON CITY SCHOOLS Re-1

Cañon Exploratory School had a very successful community collaboration with the Skyline Hogback Preservation Society. A 7th grade class helped to build a sustainable trail on the Dakota Hogback, and 5th and 6th grade students wrote letters to the National Fish and Wildlife Foundation to support two Society grants. The 7th graders continue to be involved with a local "Stones 'n Bones Organization" where they study the local geologic information on the Hogbacks.

CARBONDALE COMMUNITY CHARTER SCHOOL

ROARING FORK SCHOOL DISTRICT

In its Unified Improvement Plan (UIP), Carbondale Community Charter School addresses the needs of the whole child, moving beyond a belief that a child's education and success are only judged by test scores. Student health and wellness are part of the School Health Improvement Plan (SHIP) and has a clear emphasis on community engagement, school gardening, social and emotional health, and opportunities for physical activity.

CHERRY VALLEY ELEMENTARY SCHOOL

DOUGLAS COUNTY SCHOOL DISTRICT

Administration at Cherry Valley Elementary School was part of an exponential increase in the focus on health and wellness. Full support for the implementation of a student-led health team and time to discuss best practices are provided at staff meetings — including the importance of students being active and not sitting out at recess for behavior issues. Administration has taken time to review the status of staff emotional and social well-being, and uses that information to plan for future changes in the emotional and social well-being of staff and students.

COLUMBINE ELEMENTARY SCHOOL WOODLAND PARK RE-2

Columbine Elementary School focuses on cultivating children who are active participants in a community that supports learning and social development. A district wellness policy guides school-level health and wellness decisions and a school wellness team ensures health conscious, school-wide decisions. The school wants staff, students, families, and the community to work together, build trust, and support health and wellness.

FRONTIER ELEMENTARY SCHOOL ACADEMY SCHOOL DISTRICT 20

At Frontier, healthy school efforts are aligned to the Colorado Department of Education standards and guidelines. Its health and nutrition curricula are mapped and aligned with United States Department of Agriculture guidelines. The emotional and physical well-being of students is a goal area described in the school's mission statement. Students in grades K through 5 are encouraged to participate in 60 minutes of physical activity each day. "Jammin' Minutes" encourages more movement in the classroom and each year students enter ideas for new "Jammin'" activities that are shared during daily school announcements and assemblies.

GATEWAY ELEMENTARY SCHOOL WOODLAND PARK Re-2

Sustainability of Gateway Elementary School's healthy school efforts are dependent on community relationships and connections. The school works with civic groups, the local chamber, law enforcement, local businesses, and emergency and first responders. School staff participated in an "ALICE" training to learn techniques to keep students, staff, and faculty safe. The school connects with the Department of Social Services, community partners, "Wraparound," and "Project Respect." To continue financial sustainability, the school actively seeks grant funding.

KENNETH P. MORRIS ELEMENTARY SCHOOL

YUMA SCHOOL DISTRICT-1

Strong relationships with community partners support healthy school efforts at Kenneth P. Morris Elementary School. The Rural Community Resource Center is in its third year of a "Snack

Attack" taste test program — parent volunteers come to the school once a week and offer taste tests of new foods. The Yuma Dairy donates milk and milk products as healthy snacks at special activities, including a track meet, "Turkey Trot," "Family Fun Fitness" night, classroom Holiday parties, and on the last day of school.

LA VETA ELEMENTARY SCHOOL LA VETA RE-2

A school climate survey was completed for students, staff and parents of grades four to twelve. Survey results identified strengths and challenges in school climate, as well as at-risk and other protective factors for violence and anti-social behavior. Data were used to shape conversations and to schedule experts who educated students, staff, and parents. Resulting activities include seminars on the "Culture of Kindness," effects of drug and alcohol use on developing brains, social media and internet safety, and "Alive to Strive" personal choices to ensure youth safety, particularly during the operation of a vehicle.

LAKE COUNTY INTERMEDIATE SCHOOL

LAKE COUNTY SCHOOL DISTRICT

Lake County Intermediate School has a five member team devoted exclusively to health and wellness — three members are also engaged with other school and community groups. Based on Healthy Kids Colorado data and student, parent and staff feedback, the school's focus is on school climate, student and family engagement, and student and staff health. A team member serves as a liaison to the Positive Behavioral Intervention and Supports (PBIS) committee, and the PBIS committee leader is a liaison to health and wellness efforts.





LINCOLN ELEMENTARY SCHOOL THOMPSON R2-J

Lincoln Elementary School's principal is a strong believer in meeting the needs of the whole child. There is a school-wide focus on partnerships and using internal resources to best meet student, family, and staff needs. Grant funding and other resources support this focus and relationships have been developed with a variety of community agencies. The school principal incorporates this information into the Unified Improvement Plan.

LINCOLN SCHOOL OF SCIENCE AND TECHNOLOGY

FREMONT RE-1

Lincoln School of Science and Technology uses the Healthy School Champions Score Card to guide health and wellness efforts. Score Card data enable staff to identify priority areas for implementing the Whole School, Whole Community, Whole Child model. School perception surveys gather feedback from parents and students, identify priority areas, and help establish healthy school goals. The school principal uses data to create the school's Unified Improvement Plan.

LONGFELLOW ELEMENTARY SCHOOL

SALIDA SCHOOL DISTRICT, LONGFELLOW

For the last six years, Longfellow Elementary School is guided by a district-level wellness team. Team members include teachers, administrators, a school board member, community partners, parents, a food service director, physical education staff, and students — this diverse membership provides unique perspectives and expertise for healthy schools.

MANITOU SPRINGS MIDDLE SCHOOL MANITOU SCHOOL DISTRICT 14

Manitou Springs Middle School staff set a powerful example when they walk, run, and participate in exercises and yoga poses alongside students. The school's annual fall and spring fitness challenges are completed by students and staff alike. Staff are provided with information and education on simple, healthy habits for feeling their best. The school wellness committee pays the entry fee for a local 5K race called "Take 5 in the Garden" that takes place in the local "Garden of the Gods" visible from the front door of the school.

MANITOU SPRINGS HIGH SCHOOL MANITOU SCHOOL DISTRICT 14

At Manitou Springs High School, health efforts are coordinated and implemented by a building Coordinated School Health Team and are discussed at the district level. Health and physical education teachers are actively involved in discussing curricula, implementing building-wide strength and conditioning programs, and improving professional development. The team has assisted the implementation of a school-wide athletic conditioning program during the summer.

MERINO JUNIOR/SENIOR HIGH SCHOOL

BUFFALO RE-4J

Merino Junior Senior High School's principal is an active supporter of the work of the school's wellness committee (run by students) and believes in the benefits of physical activity in life-time wellness and academic success. The principal has presented at various administrative conferences as an example of best practices for schools that want to improve wellness and make lifetime wellness a quest.

MOUNTAIN RIDGE MIDDLE SCHOOL ACADEMY DISTRICT 20

Mountain Ridge Middle School is spreading an important message — a healthy life is a wonderful life! The school's Health and Wellness Team determines the needs of staff and students that will maintain both mental and physical health, and coordinates efforts to address those needs. The school's "Morning Milers" group encourages staff physical activity and cohesiveness. Staff share resources, articles, and links via email to other staff in order to showcase opportunities for growth in nutrition, physical activity, mental health, and work/life balance.

PAGOSA SPRINGS ELEMENTARY SCHOOL

ARCHULETA SCHOOL DISTRICT #50 JT

Pagosa Springs Elementary School uses student, parent and staff survey results to prioritize action steps that support the health and wellness of students and staff. Staff identified daily fitness and social/emotional advisory time as the top two goals for schedule redesign. Behavior referral data were used to make schedule adjustments and to identify additional needs. Referrals were relatively high from the use of the school's south playground and data were used in a new equipment grant and fundraising initiative.

MONTE VISTA ELEMENTARY SCHOOL THOMPSON R2-J

At the heart of Ponderosa Elementary School's sustainability are its passion and dedication — embodied by its health and wellness team. The team's enthusiasm for wellness has embedded it into the school's culture. Collaborative

relationships with community partners and other school committees have resulted in a stream of funding for wellness initiatives. Policies are developed and communicated to families through assemblies, and classroom and school-wide newsletters.

ROCKY MOUNTAIN HIGH SCHOOL POUDRE R-1

Every year, Rocky Mountain High School completes a Healthy School Champions Score Card and creates a School Health Improvement Plan (SHIP) with district-level input. If staff are interested in getting more information about a particular wellness area, multiple strategies are suggested. For example, when the school wanted to address helmet use, staff conducted observations at bike racks and compiled information from focus groups in classrooms. They also surveyed over 700 students about helmet use behaviors and attitudes and created a marketing campaign promoting the "coolness" of "helmet hair."

SALIDA MIDDLE SCHOOL SALIDA R-32

At Salida Middle School, district leaders have been a part of the wellness team from the start. Principals, the district superintendent, and school board members have all served on its team. This combined support sends a strong message to parents and staff that "wellness is important." Administrative support enabled staff wellness efforts to move forward. The district is partnering with its health insurance company to provide staff wellness programs — over one hundred staff members have participated in a wellness screening.





VAN BUREN ELEMENTARY SCHOOL THOMPSON R2-J

Van Buren Elementary School uses best practices in order to make students well-rounded learners. Teachers work to build strong minds and understand that adding movement benefits student well-being. Learning and physical activity happen in each classroom, and teachers are often seen “down on the floor,” holding a 60-second plank with students as they encourage a message to “hold strong and to think positive.”

WASHINGTON ELEMENTARY SCHOOL

CAÑON CITY SCHOOLS Re-1

Tragedy and stress have been very visible at Washington Elementary School over the past year, but the staff and students have found ways to make it through. A triple homicide of one of its young students and her family, along with other family deaths and life-changing events, put mental health front and center. Students and staff were offered counseling support to manage sadness at school, or through services with district mental health partners. Efforts continue to make the school a physically and socially welcoming environment for all.

WOODLAND PARK HIGH SCHOOL

WOODLAND PARK SCHOOL DISTRICT RE-2

Woodland Park High School’s community and school partnerships are built on cooperation and support. The school collaborates with many agencies in the health field — including civic groups and businesses such as the Department of Social Services, Community Partnership, private counselors, Public Health, Wraparound, House Bill 1451, Project Respect, Build-A-

Generation, Aspen Point, and Casa. Local physicians provide medical assistance, and psychological, emotional, and financial support. A symbiotic relationship between the high school, school district, and community promotes a positive, engaging and spirited environment.

WOODMEN-ROBERTS ELEMENTARY SCHOOL

ACADEMY SCHOOL DISTRICT 20

At Woodmen-Roberts Elementary School being “balanced” is a philosophy the school has embraced. It believes in educating the whole child, and as a result, staff teach and model balance. Staff, students, and the surrounding community cooperate — wellness is a team effort. All staff are committed to reaching an ultimate goal of healthy, well-rounded individuals. The school designs experiences in order to create a whole child, not just a child gifted in academics.

WOODMEN HILLS ELEMENTARY SCHOOL

FALCON SCHOOL DISTRICT 49

Woodmen Hills’ mission is to improve the health of students, staff, and the community in order to increase academic achievement. The school includes staff from each grade level in wellness efforts, such as Special Education, Health Services, Physical Education, Counseling, Nutrition Services, Building Management, and Administration. The roles and responsibilities of the school’s Coordinated School Health Committee include joint planning, problem solving, and decision making for all health-related objectives.

RECOGNITION AWARD TRENDS

Since its initial collaborative development by the Colorado Department of Education (CDE) and the Colorado Department of Public Health and Environment (CDPHE) in 2010, and through the work of the Colorado Education Initiative (CEI) over the past five years, the Healthy School Champions and Recognition Program has impacted many champions, schools, and students:

BETWEEN 2010 & 2015



112

UNDUPLICATED
AWARD WINNERS



\$207,900

TOTAL AWARDED WITH
AN AVERAGE OF
\$41,580 EACH YEAR



36

THE AVERAGE
NUMBER OF SCHOOLS
RECOGNIZED PER YEAR



541

UNIQUE SCHOOLS
PARTICIPATED



100

SCHOOL DISTRICTS
REPRESENTED



400,000+

STUDENTS
IMPACTED

MOVING TOWARDS A SUSTAINABLE CULTURE OF LEARNING & HEALTH

After five years, the Healthy School Champions Recognition Program has helped schools to move beyond merely assessing school-based policies and practices to creating a strong, institutionalized culture of health and wellness. Stories from this year's Champions reflect this momentum.

The award-winning schools use their school's areas of strength and weakness as targets for improvement, while moving towards sustainable, healthy school environments where promoting the health of students, staff, and parents reflects a wellness culture.

Community partnerships are key to this cultural shift. Schools rely on community organizations, businesses, government agencies, churches, and others for resources, volunteer support, and programming assistance. The relationships have reciprocal benefits — healthy schools support the community, and a healthy community supports strong social and educational outcomes.

The 2015 Healthy School Champions recognize that a "whole child" is healthy, safe, engaged, supported and challenged. They value health as part of their school culture and also as a way of life that extends beyond the school day. We salute Colorado's healthiest schools for their commitment to healthy living.



**HEALTHY
SCHOOL
CHAMPIONS**

RECOGNIZING THE HEALTH OF COLORADO SCHOOLS