

2017 **HEALTHY
SCHOOL
CHAMPIONS**



**PUTTING
THE PIECES
TOGETHER**





2017 HEALTHY SCHOOL CHAMPIONS

Each year, Healthy School Champions recognizes Colorado schools and districts for their success at creating a healthy school environment and implementing effective school health efforts that support student learning. These schools and districts have successfully demonstrated the critical link between student health and academic achievement. Schools and districts are awarded based on their implementation of best practices in school health through an assessment tool called Smart Source, a narrative outlining their work, and letters of support.

Healthy School Champions is now in its seventh year and has awarded more than \$300,000 in awards to Colorado schools and districts. With the support of The Colorado Health Foundation, schools have received awards ranging from \$300 to \$7,500 per award. In 2017, Manitou Springs School District 14 is recognized as the winner of the Platinum Governor's Award for School Health and Wellness for successfully embedding health as a core component of their mission, vision, policies and instructional model that includes all components of school health.



\$7,500

PLATINUM GOVERNOR'S
AWARD FOR SCHOOL
HEALTH AND WELLNESS



02

MANITOU SPRINGS 14

\$7,500 Platinum Governor's Award Recipient



"We empower our teachers to make a measurable cultural shift and impact the lives of their students and themselves by implementing health and wellness efforts. We know that if we let them innovate and create, great things happen."

~ Superintendent Ed Longfield

AN INTENTIONAL INVESTMENT TO MEET STUDENT AND STAFF NEEDS

Manitou Springs School District 14 — a district with a philosophy to place health before test scores which leads to happy students, families, and staff, and increased academic achievement. Manitou Springs has embedded health as a core component of its mission, vision, policies, and instructional model that includes a comprehensive approach to all elements: health education, physical activity, nutrition and socio-emotional and mental health.

The district evaluates health and wellness to ensure academic progress of all students. In fact, they created rubrics to be able to collect consistent data across all grade levels to measure the impact of well-rounded skills, such as grit and empathy. These data led to school health being included in the district Unified Improvement Plan (UIP). Nearly 50% of students choice-in from outside the district due to its successful efforts and intentional investments to create well-rounded, productive, and contributing citizens.

Manitou Springs has added an additional health educator at the middle school level and created a professional learning community for health and physical education educators. These educators are establishing vertical alignment of mindfulness from preK-12. Also, this year, a safety committee was formed, and wellness activities such as Yoga, X-Fit, and rock climbing have been extended to students, often as credit earning courses, staff and community alike.

In Manitou Springs, a collaborative effort is clear between members from schools, district, and the community — including youth, the fire chief, the police chief, and even the mayor. Partnerships between city and school board to tackle health and learning barriers together have led to a variety of efforts, greater volume, and deeper impact to further improve the community. For example, in partnership with the religious sector, clothes closets, grab and go sporting equipment and food pantries for kids and families have been opened at the district.

Youth sit on the wellness team and are given an opportunity to not only voice their opinions but co-create their health and academic paths. For example, young people were engaged with the City Planning Commission and after collecting data, advocated for park and open space improvements. “PLANitou” was then created to work on upgrading local parks.

Manitou Springs has seen truancy rates decrease as well as a significant drop in discipline log entries over the past five years. They contribute much of their success to the fact that school health is what they do day in, day out. It is ingrained in the culture and not only recognized but greatly valued by staff, students, and community. Health and wellness has been integrated as the fuel that drives this district every day.



03





\$5,000

GOLD
AWARD WINNERS

CENTER HIGH CENTER 26 JT

IMPLEMENTATION LEADS TO SIGNIFICANT GAINS IN STUDENT OUTCOMES

Center High understands that health and wellness skills are integral to academic and lifelong success.

Center High collects and utilizes a variety of data sources. These data drive the Unified Improvement Planning process (UIP) and goals are created to guide efforts that develop and implement systems that better meet the academic needs of students. For years now, the data have pointed to focusing on the social, emotional and physical needs of students in order to increase academic success. Because of this, a health-related goal has been included in the UIP, which has elevated the importance of school health, guided decisions, and garnered consideration in budget decisions. Under this goal, strategies have been outlined around: quality physical and health education for all students; physical movement; nutrition; and, socio-emotional wellness.

Students are included in the UIP process. In fact, students analyze the Healthy Kids Colorado Survey (HKCS) data. This year, they noticed the low level of parental support. Center High administration began implementing personal

home visits as well as folders to send home that include information about what the school is offering in terms of after-school programming, mentoring, health initiatives, etc. Parent engagement has gone from 30% to almost 79% of parents in activities.

The goal and objectives alone have not made the impact, however. Center High School is working to provide the needed resources to students. They received a grant for an additional counselor and implemented an advisory program. They are working to effectively teach health education to all students and in doing so, aid students in connecting choices they make now to their future opportunities (e.g., teen pregnancy, drug and alcohol use, etc.). This intentional effort to connect to student's future goals led to significant improvements. In 2004, 20% of students went to post-secondary education or joined the military. In 2016, graduation rates were up to 93.3%! Dropout rates are down, graduation rates are up and more young people are seeing a vision for their future. At same time, HKCS data show decreased substance abuse rates and county data shows a statistically significant drop in teen pregnancy.

Center High is having a direct impact on their youth. The school is a six-time Healthy School Champion. Prominently and proudly displayed in its hallways are its winner banners. "Champion" is part of its identity.



SKOGLUND MIDDLE CENTER 26 JT

A GROUP PROCESS LEADS TO CHANGE

Skoglund Middle School is also a six-time Healthy School Champion. Under leadership of the principal, the Health Advisory Committee (HAC), comprised of a diverse group of stakeholders, continues to focus on systems and policies to affect change. Last year, the district's HAC noticed that behavioral issues were increasing in the middle school, particularly for boys. And results of the Behavior Intervention Monitoring Assessment System (BIMAS) indicated risk in three of the five domains. Based on these data, the HAC chose to include a behavioral health strategy in its Unified Improvement Plan (UIP).

As part of the strategy, the school hired an additional part-time counselor for the 2016-2017 school year who implemented a "Where Everyone Belongs" or WEB curriculum. The program engaged a group of middle school peer leaders to promote positive school climate and social-emotional skill building. In addition, optional biannual training was offered for staff in youth mental health first aid, and a behavioral health clinician was onsite each week who facilitated referrals to needed services. The school also implemented an advisory program twice a week that included weekly social-emotional and wellness skills content.

This example illustrated the school's group process in action — "Assess, Identify, Make it Happen." It also showed the importance of a well-functioning HAC. The school recognized a need, sought resources to address it, and implemented best practices for the overall health and wellness of students. After "making it happen," the school had a 50% decrease in the number of behavioral referrals as it did in the previous year.

Students who were at higher risk for academic failure based on data related to attendance, grades, and behavior were selected for family home visits. Between the conferences and home visits, parent engagement increased by almost 25 percent.

Clearly, Skoglund Middle School is truly a champion and staff believes they have created a model of how rural schools can implement school health best practices to maximize student success.







\$2,500

SILVER
AWARD WINNERS

BACKLINE



HASKIN ELEMENTARY CENTER 26 JT

DATA INFORM COMPREHENSIVE IMPROVEMENTS

Data are integral to the health programming at Haskin Elementary. The school used data in a variety of ways and worked to find a variety of age-appropriate data sources to identify needs, set goals, and monitor progress toward those goals.

Climate surveys are administered bi-annually to students, staff, and parents. Two years ago, the school identified bullying data had increased to 15%, above Colorado norm of 10%. It also noticed that bullying victimization had increased to 49%, above the Colorado norm of 38%. The data was used to advocate for a school counselor position and this year for the first time in over five years and even after additional budget cuts, they hired a school counselor. Due to this, they have staff to teach lessons around character development and life skills, and are seeing an increase in the number of students excited to be at school.

The school's overweight and obesity rate for the past few years has averaged about 25-27%. While this was a decrease from previous years, they have not been able to significantly decrease this number despite having

recess before lunch (which has positively effected student behavior), required physical education (PE), and health education. A decision was made that increased the number of required PE minutes by 10 minutes per day for each grade level.

Haskin staff also wrote a successful Safe Routes to School Grant, developed a strong coalition, created a walking school bus program, trained parent volunteers as crossing guards, and developed an after school biking and skateboard program, where equipment is provided free of cost to students. In addition, the school nurse is working with staff, students and parents to educate them on preventative measures to decrease nurse visits and asthma episodes to increase attendance and return to class rates.

Haskin is clearly committed to sustaining their comprehensive approach and integration of school health into the school day. Dedicated staff work tirelessly to continue to expand health and wellness efforts through their philosophy of continuous improvement and their belief that change is required for growth.

HAYDEN RE-1

A GLOBAL WELLNESS POLICY FOR A WELL-ROUNDED APPROACH

The Hayden community is rightfully proud of its school system. For the last seven years, Hayden has had a graduation rate of 100%. Still, school health is placed at the forefront because the district strives for excellence and knows there is more they can do for their students. Administration wanted to see improvement in the realm of services offered and achieving a more positive environment with caring relationships and mutual respect for all students and staff. Hayden has therefore required a global wellness policy as they believe attending to the whole child will lead to the continued success of students.

This year, the Hayden Board of Education identified a goal to have a well-rounded team to increase support of at-risk students. The district has since added a mental health counselor and behavior health specialist. Finding the financial support for a district of their size to have a well-staffed, well-rounded team is a “big deal.”

A focus on results and the use of data is the essence of what they are doing to keep school health not only at the forefront but as a part of constant, common conversations. Hayden participates in continued and regular reflection on what’s missing, what’s working, and the next milestones that are coming.

Hayden admits integrating health and wellness into the school day is tough so they have to be innovative. They have an active health education class in the elementary with no desks to get students up and moving. Their new behavior health specialist is working with elective classes to incorporate formative skills (grit, empathy, self-control, embracing diversity, etc.) into lessons.

From looking at Healthy Kids Colorado Survey and Smart Source data, they saw an increase in marijuana use. So the district started to pilot several educational resources, including a prevention curriculum in middle school classrooms and intervention programming with high risk students. Education for parents and community on the use of drugs, specifically marijuana, was also offered.

Hayden has had a global approach and it shows. Attendance has increased each of the last three years for secondary students; the district’s academic rating was Accredited with Distinction (the highest rating that CO issues); grades 6-10 all exceed state standards in math; and ACT scores match the state average.





NEW LEGACY CHARTER **CHARTER SCHOOL INSTITUTE**

HEALTH AND WELLNESS IS INTEGRATED INTO SYSTEMS AND CULTURE

New Legacy is a small charter school serving pregnant and parenting teens, and their children, in its on-site Early Learning Center. Its vision is that young families create a legacy of education that leads to a compelling career, financial independence, and positive parenting. Students are prepared for college, and at the same time, they learn skills to be good parents to their children. New Legacy successfully integrated health and wellness into school systems and culture. Here are some examples of how that integration was achieved:

- A full time Director of Health and Wellness on staff;
- A health and wellness committee guided the health efforts of the school for over a year before its opening. The committee transitioned to a team of school-based teachers, staff, and students, supported by an advisory group;
- All students participate in health, fitness, and parenting classes throughout the year. These are standards-based, have regular assessments, and are taught by qualified teachers who receive periodic professional development;

- Enlisted the help and commitment of many partners who believe in the efforts as a school;
- Administrative commitment to the Unified Improvement Plan, Strategic Plan, and in budgeting for staff and support for healthy activities;
- Served healthy snacks of fruits, vegetables, granola bars to all students in addition to healthy meals;
- Signage around the school building promoted healthy activities and have quarterly health goals where advisory groups compete to show who has the best efforts;
- Used health surveys and conferences to understand students individually;
- Promoted school-wide awareness of the effects of trauma in order to be sensitive and respond appropriately to students and help to prevent further crisis; and,
- Supported the health of staff — encouraged personal health goals, offered education, coaching and opportunities for self-care, all to prevent burnout.

In addition to these items, the school's strategic plan emphasized the commitment to wrap-around support for physical and mental health services so that students could achieve education goals. New Legacy is opening doors for promising futures. In 2016, New Legacy achieved a 75% graduation rate, double the national average for teen parents.



\$1,000

BRONZE
AWARD WINNERS

BUFFALO RE-4J

Buffalo RE-4J not only involves students in the wellness program, they open the door for students to lead and drive all aspects of the district's health and wellness efforts. The Buffalo Wellness Committee includes 15 high school students, a teacher mentor and the principal who meet weekly.

Each year, the students analyze school health data sources, identify wellness goals, help write grants to carry out the goals, determine purchases, organize activities, collaborate with other organizations, and conduct evaluations for student and staff health programming. The strategies these students implement are not only cost effective, but innovative and engaging, and yield high levels of participation. Students listen to both the parents and the community to obtain ideas that can be incorporated into their wellness goals. This year, attending to behavioral health needs was a priority. Examples of activities included adding music before school on Fridays, naming the hallways of the school with positive behavioral skills, creating a beach ball of emotional and social health breaks for teachers to use during wellness breaks, and a "Just Say Hi" contest for grades 7-12. These small ideas have made a big difference in the school culture and are completely student-directed.

PEIFFER ELEMENTARY JEFFERSON COUNTY R-1

In the past four years, Peiffer Elementary leadership has increasingly understood and placed importance on the link between health and wellness and increased academic achievement. Continuous improvement was aligned throughout the school culture and the school analyzed many data sources to drive planning and prioritization.

The school also focused on healthy food options in two of its programs — a school garden and a "Hands-On Nutrition Education for Youth" or H.O.N.E.Y. project. The wellness team included community members, parents, staff, and students in the process to plan and build the garden to replace a dilapidated tennis court on school property. Students were encouraged to make healthy food choices and co-teaching concepts with the H.O.N.E.Y. project led to opportunities for healthy or non-food options in all aspects of the school day.

Peiffer was able to use the garden not only as an educational element, but a strategy to increase parent engagement. In doing so they built trust and have been able to expand their school health efforts to a more comprehensive approach, including the addition of a full time mental health specialist, student health goals, and character elements in their core content.





SAND CREEK ELEMENTARY *HARRISON 2*

As a multi-year Healthy School Champion, the Sand Creek Health and Wellness Team is held in high esteem due to its successes with health initiatives over the past several years. Sand Creek is also getting the Colorado Department of Education's Center of Excellence award for their academic growth over last several years. Is it a coincidence that school health became a priority the same year this growth was first realized? Staff do not think so. Health and wellness is an overall school priority and school improvement strategy; as a result, the school has access to a broader set of district funds and resources.

Sand Creek is intentional in garnering buy-in from the entire staff. Health and wellness is naturally distributed and staff are given the space to step up to their passions and take leadership roles.

Sand Creek has been able to continue momentum over the last 5 years by staying focused and only adding 1-2 new initiatives without letting effective practices go. This year, the team identified health standards, and mental and emotional health as priority areas. The school created a vertical articulation document and strategies to ensure health standards were taught across all grade levels. Sand Creek also added a school social worker to support mental and emotional interventions for students through one-on-one meetings and facilitated small social groups.

SOUTH ROUTT RE 3

Principals, the superintendent, school health and counseling staff, and board of education members drove system-wide school wellness efforts in South Routt RE 3. Representatives participated on, or led, health teams at each school. A dual focus on academic achievement and health and wellness led to improvements in all areas of the Whole School, Whole Community, Whole Child (WSCC) model:

- District-wide, teachers were trained to help identify student health issues and connect them to supports;
- Parent efforts around better school nutrition launched a broader health and wellness focus across the district;
- Multi-tiered systems of support (MTSS) goals were written into the Unified Improvement Plan (UIP);
- A four-day school week accelerated curriculum planning and vertical alignment for health education;
- District staff worked with community members to ensure safe, physically-active Friday options for students when they're not in school;
- An affordable early learning center was created three years ago in response to community need; and,
- Intentional efforts were made to give back to community. Senior citizens and other community members can use the school facilities during non-school hours.





\$500
EXCELLENCE
AWARD WINNERS



ACADEMY 360 *DENVER COUNTY 1*

Academy 360's mission and vision is to serve the whole child — mind, body, and character. From the very beginning, the school has sustained systematic efforts to advance the understanding that health and wellness should be embedded at the core of school culture. This is conveyed by a simple handshake. Each morning, a member of the school leadership team greets every student. Students literally feel that they are known, loved, and welcome at school.

AKRON ELEMENTARY *AKRON R-1*

Akron Elementary engaged with community partners, parents and students to support and promote the school's health and wellness program. Here are a few examples of collaborative efforts:

- The local newspaper featured articles/pictures of students and parents;
- Washington County Connections promoted healthy habits at health and safety fairs;
- Parents raised money from local grocery stores, Lions Clubs, Walmart, and other businesses; and,
- Students were members of the Parent Teacher Student Organization and the Rockin' Rams Refuel Team.

ALAMOSA RE-11J

Alamosa leadership played an integral role in promoting health and wellness throughout the district. The Assistant Superintendent and elementary Dean of Students were acting facilitators on the Wellness Committee. Wellness was incorporated into the evaluation process and principals supported these efforts. Teachers were required to set goals as part of an annual educator effectiveness process. This past year, one of those goals was a wellness goal. Incorporating wellness into evaluations embedded a healthy culture and established district-wide accountability.

BEAR CANYON ELEMENTARY *DOUGLAS COUNTY RE 1*

Bear Canyon's school psychologist gave students a Social and Emotional Survey to evaluate important factors including friendship, feelings of happiness, feelings of physical safety, and feelings of trust in adults at the school. The data were used to identify students struggling with social factors and helped the school monitor how kids are feeling in school. The school is now implementing practices around anti-bullying to ensure their students feel engaged, safe and included.

BEATTIE ELEMENTARY *POUDRE R-1*

An innovative district employee wellness program rewarded staff with financial incentives for making responsible health choices. Staff that earned 50 points by completing tasks received a \$50 dollar award. Fitbits were purchased for staff which helped increase participation. The wellness team presented information on personal water intake and the health benefits of hydration, and two hydration stations were purchased and installed over the summer. The wellness committee and the school principal provided funding. Wristbands were purchased to help staff track water consumption. Beattie won the “Staff Schools on the Move Challenge” for three years in a row.

CAÑON CITY RE-1

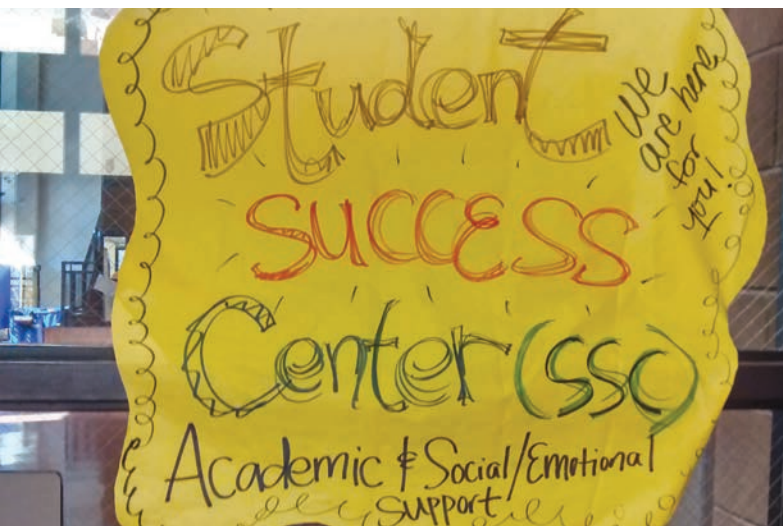
The district superintendent promoted health and wellness efforts by sending out email messages to staff — for example, a letter asking for participation in the American Heart Association District Heart Challenge. The superintendent modeled healthy behavior by riding a cruiser bike to and from schools, and encouraged staff to walk and ride as well. Building-level staff was encouraged to include the comprehensive district level wellness policy in student handbooks as well as send letters to parents to describe the culture of wellness evident daily in each school building and throughout the entire district.

COTOPAXI RE-3

Cotopaxi placed an emphasis on district data, tracking attendance, recess minutes, behavior referrals, PE minutes, brain breaks, attendance at events that extend the school day, and staff wellness participation. It administered a wellness survey to parents, students, and staff. Along with these data, the district completed Smart Source and the Healthy Kids Colorado Survey. A Wellness Sustainability Committee analyzed data to draw trend conclusions and create strategic goals.

DENVER SCHOOL OF THE ARTS *DENVER COUNTY 1*

Denver School of the Arts set school health as a priority. Staff were given resources to incorporate daily physical activity and mental health exercises in the classroom. They saw an increase in the number of teachers implementing the practices; for example, middle school teachers did mindfulness exercises, “brain breaks” and used fit-sticks to give students a specific physical activity and/or task to do. Since many younger students struggled to stay focused for long periods of time in academic courses, the breaks provided both incentives for paying attention and opportunities to exert positive energy.





EDITH WOLFORD ELEMENTARY *ACADEMY 20*

Edith Wolford was endorsed by Special Olympics Colorado as a “Project Unify” school to help educate youth and create a school climate fostering respect and tolerance for all students, specifically those with disabilities. Students attended a Special Olympics day where students competed in games and chose two peers that supported them in their events. The school partnered with Olympic City, USA on a day that focused on Olympic ideals of excellence, respect, and friendship through a healthy mind, body, and spirit.

IRISH ELEMENTARY *POUDRE R-1*

Providing adequate health services is a priority for Irish Elementary. Immunization status (including the number of students with signed personal, religious, or medical exemptions), health conditions (e.g., asthma, life-threatening allergies, diabetes type 1 or 2, seizures), medication needs, and health insurance information are used to address health needs. Irish staffs a health tech and school nurse to provide all students with annual health screenings and referrals for hearing, vision, and oral health.



ISABELLA BIRD COMMUNITY *DENVER COUNTY 1*

Two student members of Isabella Bird’s Wellness Committee shared ideas that drove the design and implementation of wellness activities and efforts. The students reviewed Smart Source data and developed a plan for healthy celebrations without sugary snacks and beverages. They also presented information on props, a photo booth, a monthly calendar, and a book of celebration photos. Fifth grade students worked with the school nurse and the principal to write an original hand washing song which was videotaped and shared with other grades to prevent the spread of illness.

LINCOLN ELEMENTARY *THOMPSON R2-J*

Physical activity is a focus at Lincoln Elementary. All students in grades K-5 receive Physical Education instruction using SPARK curriculum twice a week for 30 minutes total and all grades have a minimum of 30 minutes of recess per day. A schedule designed by the school’s Occupational Therapist ensures that movement breaks happen in all settings for all students. The before and after school programs incorporate physical activity (Build our Kids Success/Girls’ Running Club) and a Playworks game of the month is featured during Physical Education classes.

McAULIFFE INTERNATIONAL *DENVER COUNTY 1*

McAuliffe's wellness coordinators encouraged healthy options for staff gatherings and set an example of living healthy. They had an "open door policy" to answer any staff health and wellness questions. The coordinators also reminded staff that the school district offered flu shots, mental health supports, crisis intervention, tobacco cessation programs, and fitness classes. This past year, staff spent a whole professional development day working on wellness. This included an activity of choice (yoga, volleyball, walking), catered healthy breakfast from the parents, artistic inspirational group work, and meditation led by a parent.

MOUNTAIN VALLEY RE 1

Mountain Valley is located in one of the highest poverty ranked counties in the state of Colorado. Data indicated 38% of its students are homeless and mobile youth. The accountability committee discussed the different data, and decided to focus on increased nutrition, offering free breakfast, lunch and snacks to all students. A salad bar is also available every day with greens grown in the school greenhouse. Students were given water bottles and encouraged to use it at filling stations.

NORTHFIELD HIGH *DENVER COUNTY 1*

Northfield High School opened in August of 2016 as the first new comprehensive high school in Denver in 30 years. When its doors opened, wellness became a top priority with an emphasis on physical education, mindfulness, mental health and nutrition. A Wellness Team was created to focus on these top priorities. The team has equal importance to other committees including the Critical Needs Committee and Athletics Booster Club. So far, high meeting attendance, administrative support, and commitment from the community, students and staff indicate efforts are off to a great start.

PRAIRIE HILLS ELEMENTARY *ACADEMY 20*

Administration at Prairie Hills supported school health and wellness efforts by ensuring priority for wellness events on the master school calendar and serving as a team member on the Wellness Committee. Daily wellness time was included in classroom schedules, and teachers were given a notebook with lessons and activities to incorporate during wellness time. Five wellness committee members served on the district train-the-trainer team for social and emotional development.





TURMAN ELEMENTARY *HARRISON 2*

Turman used Smart Source and the Let's Move Active Schools online assessment to collect data on the health and wellness status of the school. The findings: only 20% of Let's Move Active Schools targets were met, and less than 50% of Smart Source targets. The wellness team created an 80 point plan of its vision of a healthy school — some things were already in place, some needed more attention, and a lot of new ideas were incorporated. Ongoing data will be collected as programs are implemented, including attendance, participation, and student behavior tracking.

WESTPARK ELEMENTARY *LAKE COUNTY R-1*

Westpark is an Expeditionary Learning school with a strong value of community. It hosts school-wide community meetings once a month and participates daily in CREW, where students focus on the habits of a learner — Responsibility, Collaboration, Craftsmanship, Respect, Compassion, Perseverance, and Curiosity. The team at Westpark Elementary believes that parents and the community are influenced by changes in school practice, and that students are influenced by the connection to community.

WOODMEN HILLS ELEMENTARY *FALCON 49*

The roles and responsibilities of Woodmen Hills' Coordinated School Health Committee include joint planning, problem solving, and decision making for all health-related objectives. Health-related data are collected based on goals and utilized to guide efforts and create a School Health Improvement Plan (SHIP) with specific, measurable goals. Due to the efforts of the Committee, over 75% of classrooms participate in movement breaks throughout the day. They also ensure staff serve as role models that promote healthy lifestyles.

WOODMEN-ROBERTS ELEMENTARY *ACADEMY 20*

Woodmen-Roberts meets health standards through diverse staff members, including a counselor, PE teacher, and classroom teachers. All teachers are certified and licensed through the Colorado Department of Education in their specialty area. Standards are met with fun and engaging activities like the Heart Course, where students become red blood cells and travel through the circulatory system and use a stethoscope to listen to the heart and lungs. Woodmen-Roberts is a standards-based school and uses many resources and activities to meet the health standards in ways that reach all students.



\$300

PROMISING
AWARD WINNERS



24



CHERRY VALLEY ELEMENTARY *DOUGLAS COUNTY RE 1*

Nine student members comprise the school's Student Led Health Team (SLHT). The SLHT makes sure that every day begins with a school-wide "Jammin' Minute" routine with heart rate raising movement and a mindful cool down of deep breathing and focus on the day ahead. Last year, team members coordinated efforts that raised \$7,000 for playground improvements. Students also participated on a "Green Team," conducted a waste audit, and implemented efforts that encouraged staff and students to reduce paper towel waste.

"One of my favorite things about Cherry Valley is the staff. They are amazing in so many ways. Their healthy and active lifestyles are role models for the students. From the principal who talks about her challenging triathlons to the Literacy/Social Studies teacher who grows most of the food she eats on her farm." ~ Parent

DOS RIOS ELEMENTARY GREELEY 6

The district's Nutrition Services Department conducted school-level assessments to evaluate healthy eating, physical activity, and comprehensive learning. Dos Rios performed well in comprehensive learning (85%), but saw lower scores in healthy eating (57%) and physical

activity (74%). Based on the data, Dos Rios implemented brain energizers, "Playworks" on the playground, and an integrated nutrition education program called "Chef in the Classroom."

DUNN ELEMENTARY Poudre R-1

Dunn's Wellness Committee collaborated with other school committees such as the International Baccalaureate and the master scheduling committee to create policies and philosophies that highlighted health and wellness. They established an innovative homework philosophy, and incorporated social and mental health into the school's mission statement.

DUNSTAN MIDDLE JEFFERSON COUNTY R-1

Dunstan used restorative practices to manage conflict and discipline. Every student participated weekly in a restorative circle that contributed to building a safe and trusting community in every classroom. Students involved in conflict participated in restorative conversations with a trained staff member — last year, there were over 60 conversations and a 98% success of conflict resolution.

"Our principal and our PTA have made the health and wellness of our students and staff a top priority. We are eager to expand our work in a meaningful and purposeful way." ~ PTA President

FOOTHILLS ELEMENTARY ACADEMY 20

Foothills Elementary partnered with parents and the community through its “Foothills Learning Garden.” Each grade “owned” a plot, and community members rented spots as well. The garden provided many opportunities for school and community connections—students donated food from the garden to the Colorado Springs Food Bank, and fundraising and community events, such as “Paint in the Garden Night” were hosted.

FOX CREEK ELEMENTARY DOUGLAS COUNTY RE 1

Fox Creek staff integrated health education information into different content areas, and shared a school nurse with another elementary school. A part-time health assistant provided vision and hearing checks and follow-up to parents. Staff promoted a positive school culture and climate, and fostered an environment where students felt listened to, safe, and respected.

“I am so proud of our healthy attitude and the work that we are doing as a school community to create an environment of health and wellness.”
~ Learning Specialist

KENNETH P MORRIS ELEMENTARY YUMA 1

Kenneth P Morris administration supported school employee wellness activities including a staff fitness contest, healthy snacks in the staff lounge, and replacement of a soda machine with an ice machine. Staff participated in first aid/CPR training, annual flu shots, and physical activity opportunities such as the 100-mile club.

“My own kids have benefited from this great school community. I am so truly thankful for all the staff that work at Morris Elementary and their willingness to be part of students lives and give them the experience of our school.” ~ Health/Physical Education Teacher

OTIS ELEMENTARY OTIS R-3

Otis established a diverse health and wellness team called “Building Better Bulldogs” that included parents, administrators, teachers, a food service director, a health department advocate, and a health/wellness coordinator from Washington County Connections, a local family resource center. The team used its wellness policy to guide efforts, and facilitated learning through the support and promotion of good nutrition and physical activity to all students.





PAGOSA SPRINGS ELEMENTARY *ARCHULETA COUNTY 50 JT*

Partners from biking, snowshoeing, skiing and other outdoor-based businesses supported Pagosa Springs Elementary School's wellness program. "Safe Routes to School" developed single-track trails and new sidewalks throughout the community along with a "Walk to School Wednesdays Walking School Bus" program. Transportation was provided for field trips to organic gardens, greenhouses and growing domes where students learned about proper nutrition choices.

"The school provides many programs for students to participate in building healthy lifestyles. I believe that along with the wonderful opportunities offered, the school staff are at the core of what creates a healthy school culture." ~ CATCH Afterschool Program

PLACE BRIDGE ACADEMY DENVER COUNTY 1

School leadership developed clear expectations for student behavior that are communicated to students and staff consistently through the Place Bridge Academy "BRIDGE" matrix. The document describes appropriate "BRIDGE" behaviors (Belonging, Respect, Integrity, Diversity, Generosity, Effort) in all areas of the school including classrooms, hallways, restrooms, playgrounds, the library, the auditorium and the cafeteria.



PONDEROSA ELEMENTARY THOMPSON R2-J

The Ponderosa Elementary School wellness team includes some unique members — twenty-five fifth grade students that served as healthy school coaches throughout the year, and attended meetings periodically. The student coaches promoted and encouraged both students and staff participation in a 5210 Challenge, assisted in making a "Schools on the Move" video, and were role models for leading a healthy lifestyle.

SHEPARDSON ELEMENTARY POUDRE R-1

Shepardson used both formal and informal data gathering to determine how to best meet the wellness needs of the school community. Data sources included Smart Source, SWIS behavioral data reports, and the counseling program's student survey. Based on results and student voice, next year's activities will focus on health standards, healthy foods, and wellness team membership.

"In 4th grade we were in charge of making Wellness Wednesday videos that were played on our announcements for the whole school. This allowed students to get up and move at the beginning of each Wednesday, as well as teach them ways to stay active during their day. They were fun and easy activities that allowed each student to participate." ~ Student

SOPRIS ELEMENTARY *ROARING FORK RE-1*

Professional development of all staff is important at Sopris Elementary. Administration required all teaching staff to attend two trainings on school health best practices. Each week during the month, wellness information and curricula ideas were provided to teachers. Instruction during CREW time (a morning instructional period reserved for interpersonal skill development) focused on wellness topics including oral health, mental health, anti-bullying, sleeping, substance abuse, healthy eating, and healthy exercise.

STETSON ELEMENTARY *FALCON 49*

Stetson's school health improvement plan (SHIP) included four goals to address nutrition, wellness education, physical activity, and funding:

- Snacks and treats brought from home had to meet wellness guidelines;
- Comprehensive health education was integrated into science, physical education and lunch;
- Offer a minimum of 50 minutes of physical education per week and 30 minutes of physical activity each day; and,
- Grant applications submitted to various school health funding sources.

SWALLOWS CHARTER ACADEMY *PUEBLO COUNTY 70*

At Swallows Charter Academy, a "positive peers" effort was implemented to improve the emotional and mental health of students. The school also employed a full-time counselor to help students with emotional and mental health through individual and group counseling. Students wrote down acts of kindness and had access to conflict management skills.

WEST JEFFERSON ELEMENTARY *JEFFERSON COUNTY R-1*

West Jefferson Elementary School's Wellness Committee continued a positive relationship with a local community services agency, the Mountain Resource Center. The Center provides the committee with funding, support, and a platform for communication with a local coalition of mountain area healthy schools. This partnership is also responsible for the school's ability to offer "Cooking Matters for Families."

"With the support of administration and the school community, true cultural change has happened. This systemic change is reflected in classroom celebrations, community events, the length and structure of the school day itself."
~ Health and Wellness Committee Chair

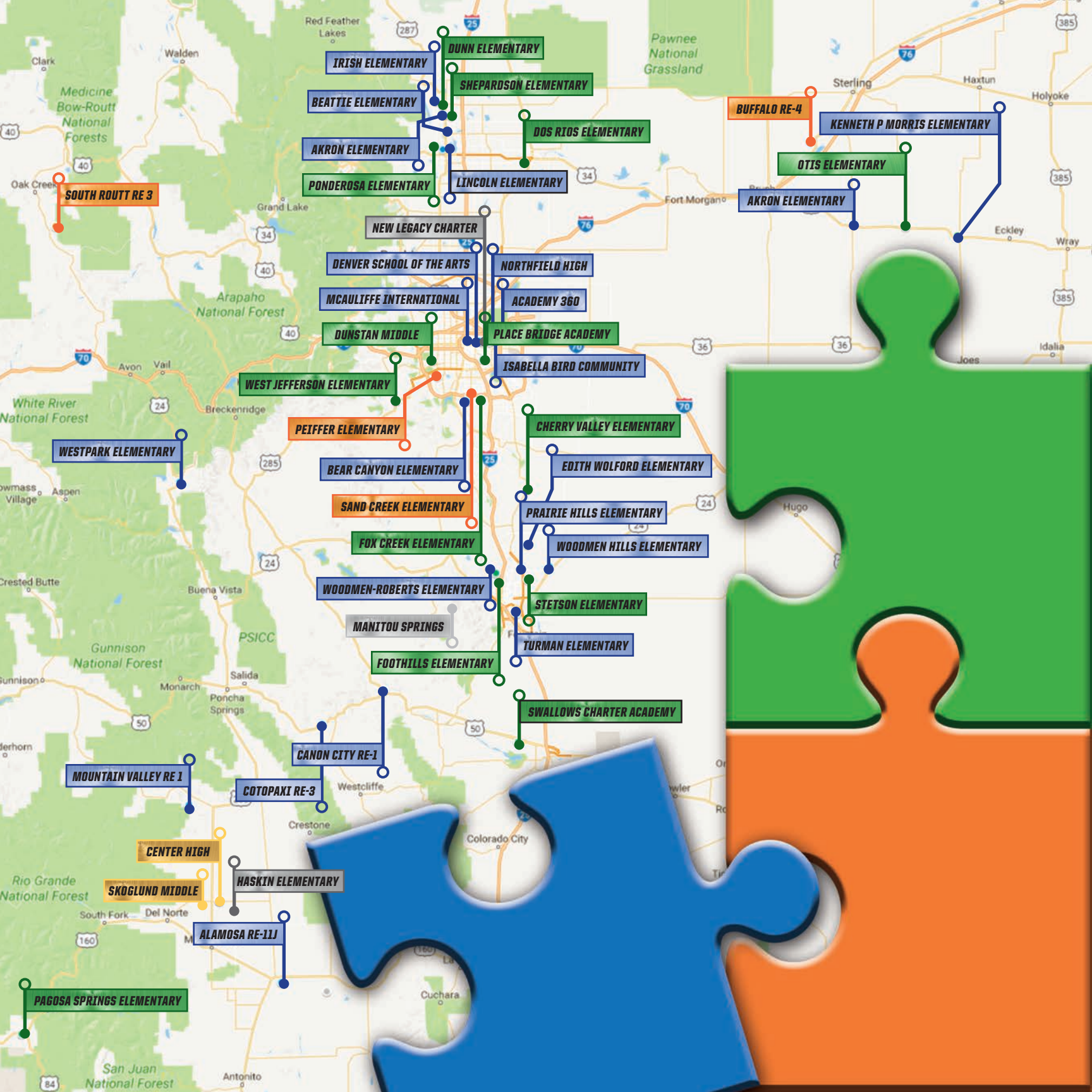


“Physical activity is something we see as a priority. Each day students have a 30-minute recess as well as a 30-minute physical education block.”

“The behavioral and mental health programs have been so beneficial to the students, including me.”

“I am excited to be a part of this team to help build wellness into the fabric of our school and community culture.”





SOUTH ROUTT RE-3

WESTPARK ELEMENTARY

MOUNTAIN VALLEY RE-1

CENTER HIGH

SKOGLUND MIDDLE

PAGOSA SPRINGS ELEMENTARY

COTOPAXI RE-3

HASKIN ELEMENTARY

ALAMOSA RE-11J

CANON CITY RE-1

WOODMEN-ROBERTS ELEMENTARY

FOX CREEK ELEMENTARY

SAND CREEK ELEMENTARY

BEAR CANYON ELEMENTARY

PEIFFER ELEMENTARY

WEST JEFFERSON ELEMENTARY

DUNSTAN MIDDLE

MC AULIFFE INTERNATIONAL

DENVER SCHOOL OF THE ARTS

NEW LEGACY CHARTER

PONDEROSA ELEMENTARY

AKRON ELEMENTARY

BEATTIE ELEMENTARY

IRISH ELEMENTARY

DUNN ELEMENTARY

SHEPARDSON ELEMENTARY

DOS RIOS ELEMENTARY

LINCOLN ELEMENTARY

NORTHFIELD HIGH

ACADEMY 360

PLACE BRIDGE ACADEMY

ISABELLA BIRD COMMUNITY

CHERRY VALLEY ELEMENTARY

EDITH WOLFORD ELEMENTARY

PRAIRIE HILLS ELEMENTARY

WOODMEN HILLS ELEMENTARY

STETSON ELEMENTARY

TURMAN ELEMENTARY

SWALLOWS CHARTER ACADEMY

BUFFALO RE-4

KENNETH P MORRIS ELEMENTARY

OTIS ELEMENTARY

AKRON ELEMENTARY



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