

*HEALTHY SCHOOL CHAMPIONS*2018



GROWING TOGETHER.



STRONGER THAN EVER.



SUSTAINING THE WHOLE CHILD.





PLATINUM GOVERNOR'S AWARD \$7500

2018 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 eighth year and has awarded more than \$340,000 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 2018, Fraser Valley Elementary School in East Grand 2 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.



“ IT IS MY JOB TO ENSURE STUDENTS AND STAFF HAVE AN EQUAL OPPORTUNITY, NOT TO BECOME EQUAL, BUT TO BECOME DIFFERENT, TO HELP THEM REALIZE WHATEVER UNIQUE POTENTIAL OF BODY, SPIRIT, OR MIND S/HE POSSESS AND ASPIRES TO BECOME. WHILE IT IS CRITICALLY IMPORTANT TO BE A PROFICIENT READER BY THIRD GRADE, I ALSO BELIEVE THAT LEARNING AND PRACTICING THE BENEFITS OF A HEALTHY LIFESTYLE ARE EQUALLY IMPORTANT.”

Principal Chamberlin, PhD



FRASER VALLEY ELEMENTARY EAST GRAND 2

\$7,500 PLATINUM GOVERNOR'S AWARD RECIPIENT



A SYSTEMIC APPROACH: At Fraser Valley Elementary (FVE), health and wellness is not an activity, but rather, how business is conducted. This is evidenced by the Unified Improvement Plan (UIP) goal to “improve the health and wellness of Fraser staff and students,” allocation of school space as health areas, school health team efforts, and community partnerships. Through its community model, all voices are engaged to ensure FVE is a safe, healthy, connected, supportive, and high-achieving school that prioritizes developing sustainable systems, policies, and data analysis. FVE has strategically and purposefully worked to close achievement gaps by holding health and wellness at its core. Best-practices are integrated into the school through policies, consistent messaging to stakeholders, and by spotlighting health in the school’s mission and vision. As a result of this focus, students at FVE academically outperform those at schools with similar demographics. FVE is a proud recipient of the “John Irwin School of Excellence Award” (second year), the “Governor’s Distinguished Improvement Award” (fourth year), and the “English Language Proficiency Award.”

A TEAM EFFORT: The true strength of FVE’s health and wellness efforts can be attributed to a highly invested staff that engages in the community model and embraces distributed leadership. FVE’s principal believes that building an equitable school culture requires that all staff are empowered to focus on each other’s health and wellness as well as that of all students. Front office, maintenance and transportation staff, along with teachers, school health professionals, and administrators connect with students. Daily communication loops route necessary information to counselors and/or the principal. The principal, an integral member of the School Health Team, meets weekly with counselors to discuss student needs and encourages staff to examine root causes of problems. This analysis leads to systematic and long-term cultural transformation.

YOUTH ENGAGEMENT: In FVE’s community model, youth are equal partners. The Student Wellness Team (SWT) is made up of ten 4th/5th graders and 40+ student health ambassadors. Students lead the team, analyze data, set goals, and identify projects. One student noted, “We are empowered to make decisions about what we want to do, and we will keep doing great things at our school because it feels good and it’s the right thing to do. We live in a small town, but nothing about us is small-minded.”

DATA-DRIVEN DECISIONS: The use of formative and summative achievement and perception data guides discussions about student supports. In response to data from the National Comprehensive School Climate Survey (NCSCS) and Smart Source, the SWT and School Health Team set two goals: provide social/emotional support to all students and increase healthy eating and physical activity practices. To realize these goals FVE did four things: (1) hired an additional counselor to provide student/staff support, education, and family outreach; (2) increased youth-to-youth connectedness through the SWT’s installation of a playground “Buddy Bench;” (3) revised the master schedule to include a third lunch period which reduced crowding and increased seat time; and (4) increased outdoor winter recess time through community donations of winter equipment and gear.

GOLD AWARD \$5000



LAKE COUNTY SCHOOL DISTRICT R-1

At Lake County School District (LCSD), leadership goes to great lengths to, in the words of LCSD's Superintendent, "do what's right for kids." As a result, LCSD re-branded itself as "Lake County School District, Learning Beyond Walls" to demonstrate its desire to think outside the box, go above and beyond, and chart a unique course.

LCSD saw tremendous academic growth last year, among free and reduced lunch students, racial/ethnic groups, and English Language Learner (ELL) students. In fact, all ranked schools previously designated as "priority improvement" now earn "performing" rankings—an indicator that LCSD practices are increasing equity. LCSD leadership has credited health and wellness efforts as key to the district's improved scores and has made moves to institutionalize innovative, Whole Child instructional practices. In its "Instruction and Learning" policy document, the LCSD Board of Education wrote, "We educate the whole person—intellectual, emotional, social, and physical."

Appropriate staffing and funding are fundamental to this whole person focus. In 2017, administrative shifts (including the promotion of the Health and Wellness Coordinator to an administrative level) consolidated departments and opened channels for more diversified funding sources to support health-related work, including the provision of a new Family Engagement Specialist requested by spanish-speaking families. Parents through Padres y Jovenes Unidos and local Latino leaders informed the new position. In the past year, LCSD administration supported grant applications to: increase equity; refine/expand restorative justice efforts; integrate evidence-based behavioral health prevention; integrate evidence-based physical activity practices; expand school based health center services; improve Multi-Tiered Systems of Supports (MTSS) practices; maintain/expand after school programming; expand outdoor-based learning; integrate trauma-informed school practices; create healthier celebrations; support summer programming; improve graduation rates for alternative high school program students; and develop a comprehensive Health and Wellness plan. LCSD's District Health Advisory Council was able to engage the community, families, and youth to decrease disparities by using data around discipline, attendance, graduation, academic proficiency, Smart Source, the Healthy Kids Colorado Survey, and a climate survey.

In 2016-17, adult and youth LCSD members led the planning of the Lake County Youth Council (LCYC). Today, the council interfaces with community leaders by extending learning invitations to LCYC meetings and by assisting leaders in need of youth voice. Young local leaders are emerging who address community-wide health issues including youth mental health, drug prevention, and physical activity. In fact, two youth leaders sit on the LCSD Board of Education.

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GOLD AWARD \$5,000

GOLD AWARD \$5,000

07

SOUTH ROUTT SCHOOL DISTRICT RE 3

The South Routt School District has an active and diverse District Health Advisory Council called the “South Routt Health Roundtable.” The Roundtable has a vision, mission, operating agreements, and group norms. Its vision is a community of healthy minds, bodies, and spirits and its mission is to encourage healthy living. The group meets monthly during the school year and advises the Board of Education (BOE) on matters related to creating healthier schools. Collectively, the Roundtable, parents, staff, administrators, and students help to build a culture of health in all South Routt schools. Using the Whole School, Whole Community, Whole Child (WSCC) model, Smart Source and other best practice guidelines, and various data, the group works closely with the Parent Teacher Organization, Teen Council, staff, school/district leadership teams, administrators, and the BOE to plan and implement policies and strategies that will have a positive impact for years to come.

South Routt identifies innovative solutions for the unique challenges of a small, rural school district on a four-day school week. Roundtable members worked with administrators to design school schedules to ensure 150+ minutes of physical activity each week for all elementary students, recess before lunch, and 225 minutes of weekly Physical Education for middle schoolers. In addition, schedules prioritize stand-alone health classes required of all middle school students, as well as opportunities to support all students by integrating health across all content areas and departments. School-level goals are included in the district Unified Improvement Plan (UIP) to formalize the Multi-Tiered Systems of Supports (MTSS) process and improve school culture and safety. South Routt built capacity by collaborating with 15+ community organizations. Partners from these organizations offered expertise, time, services, and programmatic and financial support to help South Routt improve student health. An after school program is the result of one successful school-community partnership—the Town of Oak Creek and the South Routt Recreation District worked with the school district to provide aftercare and school-day-off programming for students. This service includes a free healthy lunch, physical activity, and an educational component (e.g., ecology research at Stagecoach State Park). Another example, staffing additions were made possible through coordination with community partners. There are now two full-time counselors and a full-time social worker in addition to a part-time day treatment teacher, a family and community connector (case manager), and a school psychologist who serve 350 students. In a collaborative effort with the community food bank, counselors, and staff members take food-insecure students on Thursday field trips to get food for the weekend. South Routt continues to meet both the health and academic needs of students.



SILVER AWARD \$2500

**SILVER
AWARD**

BEATTIE ELEMENTARY, *POUDRE R-1*

Beattie Elementary School in Poudre School District has a vision to “educate the whole child” which has created a culture of wellness. By seeking and using non-academic data to drive decisions and embedding school health into its everyday systems and structures, Beattie has arrived at innovative solutions to hard-to-implement best practices. Students regularly assist in the design and implementation of Beattie’s health and wellness program, as they believe engaged and active students can change the world.

Beattie also demonstrates significant family involvement. With a student body of 253, Beattie boasts a volunteer network of 559 registered volunteers —that’s three volunteers for every student! One parent volunteer opportunity called “Watch DOGS” (Dads of Great Students) provides positive male role models in classrooms.

Beattie provides standards-driven, comprehensive health education each week for all students that is taught by a certified teacher. Beattie administrators garnered community member and district personnel support to approve the use of the school’s general budget to partially fund this new position; the Parent Teacher Organization picked up the remaining amount. By offering school-wide health classes, the instructor monitors student progress toward the Colorado Comprehensive Health Education academic standards. Previously, health was only incidentally offered while teaching overlapping subjects. Now, success criteria are posted for every class and are used to guide instruction and check understanding. Beattie is the only school in Poudre School District to implement an active health program taught in a designated class.

Staff are committed to activity breaks every 30-45 minutes during the school day. Beattie has a school garden in partnership with the local church and during the school year, the harvest is cooked and served as part of the school lunch; this has connected students to their hard work and grown feelings of accomplishment. Beattie has 100% staff participation in the majority of health-related and comradery-promoting staff activities and competitions. All staff are trained in mindfulness and “Peace Keeper Circles,” a restorative program that promotes healthy relationships and positive communication between students. The staff at Beattie recognize that all students need time for movement and play. Using research as a guide, Beattie moved recess before lunch to help promote active lifestyles.

Beattie is reaping the results of its efforts. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores have increased since last year, fall attendance rates have increased, discipline referrals have decreased, and according to a fall connectedness survey, 90% of students felt they had “connectivity with an adult in the building.”

**HAYDEN SCHOOL DISTRICT *RE 1***

Hayden School District’s mission states, “All students and staff are entitled to a safe environment where they can achieve their potential.” Support of this is evident through the district’s adoption of multiple health-related policies, including those related to local wellness, parent engagement, anti-bullying, anti-tobacco, health education, nutrition awareness, school security, school food, bus safety, drugs, and weapons. In addition to policies, school and district leaders initiate many health efforts and model healthy behaviors for students and staff. Administrators train teachers and staff on health standards, mindfulness, brain-based learning, nutrition, mental health, marijuana prevention, brain breaks, bullying/suicide prevention, physical activity, and staff wellness. School principals initiated the requirement of Colorado Academic Standards-based comprehensive health education classes for all grade K-10 students and the superintendent, with input from parents and students, has championed a district-funded universal breakfast program. Students are becoming more aware of the connection between healthy bodies and academic achievement and are learning important refusal, decision-making, and goal setting skills beginning in kindergarten. Lessons include activities that involve parent participation and community experts who present relevant information and a professional perspective on applicable units. Students are positively impacted every day by increased movement, healthy breakfasts, health classes, and social/emotional support in all schools.

Continuous improvement is also at the forefront of wellness efforts. Data are reviewed, analyzed, and regularly discussed to make improvements and redirect efforts. The district uses Smart Source, Healthy Kids Colorado Survey, Smarter Lunchrooms self-assessment, Safe School Report, staff need and interest surveys, TELL/TLCC* staff surveys, parent surveys, student surveys, attendance rates, discipline records, health referrals, and achievement tests to help inventory policies, activities, and programs, drive systemic decisions, garner buy-in, measure efficacy, and create district improvement plans. Recognizing the connection between health and learning, Hayden considers these data in root cause analyses of academic gaps. These analyses then inform the Unified Improvement Planning process relative to the provision of support systems that address the needs of all students. Hayden plans to update the Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) processes to ensure appropriate interventions exist to systematically address barriers to student success.

Data shows students are learning to interpret feelings and recognize anxiety, help decrease mental health stigma, build coping skills, and utilize MTSS structures to seek help when dealing with negative feelings. In correlation, from 2015-2016, PSAT scores increased 50 points in reading and 42 points in math. Students feel safe and supportive at school and the test scores are benefiting.

** Teaching, Empowering, Leading and Learning (TELL) Survey is the national version and the Teaching and Learning Conditions in Colorado Survey (TLCC) is used in Colorado.*



SILVER AWARD \$2,500



MOUNTAIN VALLEY SCHOOL DISTRICT RE-1

Mountain Valley School District's mission statement was crafted by the staff and school board, and states, "Empower and prepare every student for lifelong academic success and personal growth." This includes a commitment to support every student in developing the skills needed to become a lifelong learner with lifelong wellness. Located in Saguache County, which has a large homeless youth population and the highest state poverty rate for children ages seven to 17, the district believes it is critical to build relationships with every student and family. The success of this depends on the cultivation of many vital community partnerships which enable the district to not only educate all students, but to also meet many basic needs including the provision of food, clothing, and showers. These community partnerships also provide students with real-world experiences through an innovative district curriculum. Students are connected with adult mentors and internships that help to teach vital skills and illuminate passions. One student is interning with a local yoga studio to learn to teach multi-generational classes.

Data from the Healthy Kids Colorado Survey, Smart Source, needs assessments, and local public health department statistics, inform the identification of health issues and prioritized action. Data are presented to the Board of Education, administrators, and all school staff, allowing teachers to become more involved in meeting individual learning needs. The Unified Improvement Plan (UIP) encourages family and community engagement through free dinners and STEM nights, and sharing of health information. Mountain Valley has hired school health professionals and offered professional development for all staff to prioritize shared leadership for school health and to improve trauma-informed care.

The District Health Advisory Committee (DHAC) meets monthly to coordinate activities across all initiatives and departments, administer surveys to the community, students, and staff regarding school health, and champion the development of community partnerships. Each DHAC member has a distinct role. For example, the school nurse provides up-to-date information on health and immunization policies; teachers bring awareness, concerns, and updates on student health issues; an accountability member informs the School Board about wellness activities and relays Board commentary to the DHAC; two students elevate student concerns and assume an active role in the decision-making process; the DHAC administrator assures wellness activities align with district policies and state requirements; and the school wellness coordinator arranges logistics and promotes health and wellness at the school. Building relationships helps to build a healthy school and community.



BRONZE AWARD \$1000



ANIMAS VALLEY ELEMENTARY, DURANGO 9-R

Animas Valley Elementary (AVE) embeds wellness in the school's mission, vision, and culture. The mission and vision statements articulate the connection that holistic wellness is key to the development of successful children. Its priority to nurture happy, healthy, and balanced individuals is achieved by implementing supports that promote student, family, and community wellness and systematically addressing the connection of students, staff, and families to school. The commitment to this work, at every level and by all stakeholders, is evident in the innovative practices that are developed and implemented each school year.

AVE has developed, trained, and supported staff implementation of the "School Family" cultural framework, or "family model," within school-based systems and structures that provide students with authentic opportunities to practice essential life skills both inside and outside school. Following the implementation of the model, School-wide Information Systems (SWIS) data indicated a tremendous reduction in discipline and behavioral referrals as compared to the two preceding years. AVE students have access to Tier I, II, and III levels of support through a full-time school counselor who facilitates small group discussions, individual counseling sessions, and use of a school-wide "Husky Regulation Station," a unique structure for students to access sensory and counseling supports. In addition, AVE is piloting use of the Social, Academic, Emotional Behavior Risk Screener (SAEBRS) a universal screening and progress-monitoring system. The school will use this data to evaluate students' overall risk for social, academic, and/or emotional/behavioral challenges in order to problem-solve effective interventions that support student wellness. These efforts help to ensure the needs of the whole child are met.

**EAST GRAND MIDDLE, EAST GRAND 2**

Health is sustainably embedded in all that East Grand Middle School (EGMS) does, including in its mission, policies, and instructional focus on the Whole Student, Whole Community, and Whole Child (WSCC) model. EGMS implements district wellness policy, reinforcing and exceeding mandates when possible. For instance, all students take 0.25 credits of health education each year and have daily physical activity—requirements rare at the middle school level. The daily master schedule includes two school-wide physical activity breaks.

Surveys of community members, families, and students drive EGMS's direction. Data gleaned from the Comprehensive School Climate Inventory (CSCI) has helped EGMS determine ways to build student sense of social-emotional security by addressing the school environment, bullying, substance abuse, and social and emotional learning competencies. In addition, data showing high rates of nurse visits led to the hiring of an additional 0.5 FTE nurse and the use of health screenings to identify students in need of services. The nurses collaborate with teachers to identify problem-solving strategies which are supported by a new community resource officer.

EGMS continues to support best-practice strategies in workplace wellness. Anecdotal staff data indicated that over 50% of EGMS staff experience emotional fatigue. This realization led to the development of staff programs that included personal wellness planning, biometric screenings, creation of a staff fitness room, and after school fitness classes. Community partners including the recreation department, Mind Springs, and local public health agencies offer staff massages, yoga, aerobics, CrossFit, and additional stress management programs. When addressing staff wellness, EGMS believes, "Healthy and happy teachers develop healthy and happy kids!"

**NORTH MIDDLE HEALTH SCIENCES & TECH CAMPUS, ADAMS-ARAPAHOE 28J**

North Middle School Health Sciences and Technology Campus (NMS) is comprehensively addressing health and wellness and showing coordination across all Whole School, Whole Community, Whole Child (WSCC) component areas. A School Health Improvement Plan (SHIP), reviewed and funded by the district, informs activities and policies that enable the improvement of health instruction. The wellness committee meets bi-weekly and is valued by all stakeholders: staff, school leadership, students. The principal routinely identifies matching grant opportunities. In addition, NMS has a focus on equity, inclusivity, and restorative practices, with attention to the availability of health services and being trauma informed.

NMS has a full-time registered nurse, two counselors, a school psychologist, a homeless liaison, an Aurora Mental Health (AMH) on-site therapist, and Healthy Environments and Response to Trauma in Schools (HEARTS) representatives to support families, students, and staff. Counselors host small social-emotional student groups, implement bi-monthly mindfulness lessons, and co-create anti-bullying/inclusivity events and groups with students, including, most recently, a Gay-Straight Alliance club (GSA). Additionally, the NMS dean facilitates the implementation of Restorative Justice Practices in classrooms and regularly invites students to meet with administrators for P.A.L.S (Peer Assistance Leaders), which engages students in conversations of restorative practices to help seek justice for classmates wronged by others. These young leaders help to combat bullying and racial divisions. In addition, NMS counselors have trained 80, 8th grade WEB Leaders (Where Everybody Belongs) to peer-teach lessons on stress management, teamwork, and cooperation.

**PRAIRIE HILLS ELEMENTARY, ACADEMY 20**

Prairie Hills Elementary has shown significant growth since 2015 as evident by a 31% increase in Smart Source best practice response alignment. The longitudinal data demonstrates a growth mindset and dedication to meeting the needs of Prairie Hills students. Prairie Hills recently implemented Marc Brackett's social emotional "RULER" program through which students are taught to identify their emotions. This helps teachers adjust class instruction to meet student needs, including the implementation of physical activity breaks, individual work time, and relational tasks. Parent training helps families to adopt the RULER language at home, providing continuity for students. "Riding the Waves Suicide Prevention Program" teaches fifth grade students to identify healthy ways of coping with stress, how to safely support their friends, and when to seek adult help. Administrators at the school support school health by prioritizing wellness events on the master calendar and by serving on the Wellness Committee. Every day, 25 minutes of wellness time is included in the master schedule when teachers can implement wellness lessons and activities. The school has a no food policy for parties, changing the focus to activity-based celebrations. A variety of monthly activities are planned for staff members to prioritize physical health and emotional wellness, including the weekly dissemination of thank-you cards and notes of encouragement for colleagues. The Prairie Hills "giving tree" encourages students, staff, and parents to also write notes.

The physical environment at Prairie Hills is also centered on health and wellness and includes garden beds, an outdoor learning spot, a hydroponics grow tower in the library, an outdoor walking path that supports individual movement needs, a walking and listening social studies curriculum, and hallway street signs named by students that display learning and character traits. Classrooms post signs with the year that students will graduate from college.

EXCELLENCE AWARD \$500

AWARDS



ASHLEY ELEMENTARY, DENVER COUNTY 1

Ashley Elementary promotes healthy eating activities by offering a fruit and vegetable bar serving produce from their school garden and local produce, which is made available through the Denver Public Schools “Garden to Cafeteria” program. Ashley was the first school in the district to begin using hydroponic tower gardens and was instrumental in the development of a district-wide policy to allow grown produce to be sold in cafeterias and consumed in classrooms. Ashley also partners with Food Bank of the Rockies to send home 40 food-filled backpacks every week. Other data-driven wellness initiatives include implementation of “Spirit Week” during the periods of historically low student attendance, and “Coffee with the Principal” meetings. These efforts have positively influenced the behavioral and academic performance of students.

BUFFALO SCHOOL DISTRICT RE-4J

Students in the Buffalo School District lead health efforts and develop critical life skills in the process. For nine years now, the Buffalo Wellness Team has met weekly and is comprised of fifteen students in grades nine to twelve. The team helps to write grants, manage budgets, complete Smart Source, pilot and assess initiatives, plan school-wide events like the art and literacy food-walk, and present at accountability committee meetings and statewide conferences. In doing this work, Buffalo students have learned to leverage other people’s strengths (all adults and students in grades seven to twelve to complete the Clifton Strengths inventory), leverage their voices through presenting at Youth Engagement trainings across Colorado, inspire superintendents to get active through student-led movement breaks, and become lifelong agents for meaningful community change.



CENTER HIGH, CENTER 26 JT

Data is integral to Center High School’s programming. It uses data from a variety of sources to identify needs, set goals, and monitor progress. Recent Healthy Kids Colorado Survey (HKCS) data indicated high rates of student reluctance to access counselor support, as well as an increase in suicide ideation and corresponding attempts. Based on these data, Center High developed more robust and accessible services and intensified efforts to address school climate and staff-to-student connections. These efforts helped to raise awareness of, and normalize, participation in counseling services, which are available daily for individuals and groups. Following these shifts in school culture and services, 2017 HKCS data indicated that significantly more students are now seeking counseling. Center High believes, “With our support, all children can achieve at high levels and be successful in life.”

COTOPAXI SCHOOL DISTRICT RE-3

Cotopaxi Consolidated School District serves 212 Pre-K to 12th grade students and has a dedicated wellness team that meets regularly during the year. The team has placed an emphasis on nutrition and health education, which they support through thriving school gardens. Cotopaxi grows tomatoes, pumpkins, watermelons, carrots, lettuce, radishes, herbs, and cucumbers in three indoor aeroponic gardens. The produce is offered as part of school meals and is consumed by students who often enjoy second helpings. By scheduling recess before lunch, Cotopaxi has reduced the amount of wasted food, which supports both growing brains and the environment. To promote physical health, the district has opened the school gyms before class. Cotopaxi’s school nurse teaches a dual credit course in Health Education through Pikes Peak Community College.

HASKIN ELEMENTARY, CENTER 26 JT

The Haskin Elementary Health Advisory Committee (HAC) uses the Whole School, Whole Community, Whole Child (WSCC) model and partners with representatives from all component areas to ensure coordinated and comprehensive best practices. A primary role of the HAC is to review and act on local health data. Recently, the HAC identified social-emotional concerns as a priority; Haskin had not had a full-time elementary counselor in over six years and students entering middle school had poor self-regulation skills. Haskin conducted the BIMAS Universal Mental Health Assessment, results of which indicated “at-risk” scores for three of five domains. As a result, the HAC included a behavioral health strategy in the Unified Improvement Plan (UIP) and hired an elementary counselor who provides services aligned to the American School Counseling Association Standards and the Colorado Comprehensive Health Education standards.

LINCOLN SCHOOL OF SCIENCE & TECHNOLOGY, CANON CITY RE-1

Lincoln School of Science & Technology is among the most underfunded schools in Colorado; however, even with minimal resources, the school has made a commitment to school health and addressing all students’ needs. Health and wellness is a targeted area in its Unified Improvement Plan (UIP) and by using data to inform practices, Lincoln aims to educate the Whole Child. “CC Helpers,” a group of self-led students, create resources and market health efforts to classmates and parents. They assume various roles within the community, including fundraising and working with Lincoln’s Wellness Team to collect input from the broader student body through hallway “dot voting.” Students and parents informed a Safe Routes to School Grant to address the older, unsafe sidewalks leading to school and an additional grant to update old, outdated, and unsafe playground equipment.



NEW LEGACY CHARTER, CHARTER SCHOOL INSTITUTE

Students lead a Food Justice Campaign at New Legacy Charter School, which prioritizes food availability and increases knowledge about affordable and accessible eating. The Healthy Cooking Club meets weekly to prepare healthy, affordable, and accessible meals. Students then distribute samples of the meals to students and staff, while teaching about whole grains, fruits, vegetables, herbs and spices, reducing sugar and sodium consumption, and prioritizing the intake of protein, iron, calcium, and Vitamin D. Students collaborate with Aurora Public Schools Nutrition Services to explore ways to increase the prevalence of fresh and healthy cafeteria options. These learnings likely trickle down to the next generation as New Legacy and its dedicated staff not only educate, but serve, support, and ensure its pregnant and/or parenting students thrive.

NORTH VALLEY MIDDLE, WELD COUNTY RE-1

Weld County District’s motto is “Row Together as One to a Healthy Horizon,” which North Valley Middle School has wholeheartedly embraced. Community partnerships, as well as exemplary parent engagement, and prioritization of student voice, propel health and wellness efforts. The University of Northern Colorado provides classroom teachers with professional development on the importance of activity breaks, data to support the cultural shift, and ideas for easy implementation of classroom movement. School furniture has been replaced and rearranged to promote the effort, including increased availability of flexible seating such as yoga balls and standing desks. “Movement Wednesdays” provide a weekly whole-school movement break and opportunities for staff to share ideas about further incorporating physical activity. Discipline and referral records, assignment and assessment achievement, and community surveys gauge the positive impact of these efforts.



OTIS ELEMENTARY, OTIS R-3

Three years ago, the Otis Elementary principal assisted the district in implementing “Seven Mindsets,” a program premised on the belief that success depends less on what a person knows and more on how s/he thinks. Otis Elementary staff and administrators quickly and thoroughly embraced the schedule change that allowed for the successful implementation of this curricular support. Staff have incorporated the mindsets into their own lives and shared that excitement with students. Together, staff and students apply the mindsets to themselves, their peers, and social causes. The value and enthusiasm for this program is apparent. At a recent custodial appreciation event, the principal took all custodial staff to breakfast while the entire student body and staff quickly cleaned the school, then lined the hallways in a rousing display of appreciation as the staff returned to school.

PAGOSA SPRINGS ELEMENTARY, ARCHULETA COUNTY 50 JT

Pagosa Springs Elementary School believes being healthy should be fun! Captain America can be found frequenting the school rooftop daily to lead fitness activities prior to the morning bell. Many students, parents, and teachers who participate in the school’s 100-Mile Club, a program to offer morning runs, stick around to workout with the superhero. The non-competitive nature of the club and the fun morning fitness activities inspire participation of all abilities. Captain America is not the only hero on campus, however. Students are invited to make their wellness ideas known. The Pagosa Springs Elementary student body is encouraged to write class letters to the principal, expressing healthy school ideas. The receipt of these letters has led to changes in the master schedule to prioritize recess time and increased seated lunch minutes.



PAGOSA SPRINGS MIDDLE, ARCHULETA COUNTY 50 JT

Pagosa Springs Middle has a strong, long-lasting partnership with its community, which empowers the school to continually develop health and wellness programs. “Adventure Learning” allows students to embrace their breathtaking, natural surroundings and capitalize on the community’s appreciation for fitness and outdoor education. The newest additions to the program include “Grey Matters,” a class on the importance of wearing ski/snowboard helmets; a triathlon elective; weekly swim classes provided by local hot springs businesses; CPR and first aid training for all 5th and 6th graders through the local hospital and EMS; healthy relationship and violence prevention classes; and an after school running club sponsored by the Victim’s Assistance Agency. In support of the Adventure Learning effort, one passionate community supporter recently donated a \$10,000 covered snowmobile trailer.

PLACE BRIDGE ACADEMY, DENVER COUNTY 1

Place Bridge Academy’s major improvement strategy in its Unified Improvement Plan (UIP) formalizes a commitment to health and wellness: “Students receive the supports they need to be socially, emotionally, and physically sound individuals with self-advocacy skills.” This is achieved through comprehensive systems and structures such as Multi-Tiered Systems of Support (MTSS), Mental Health Teams, and Attendance Teams—all functioning at high levels to identify needs, provide appropriate intervention, and assess effectiveness. The school’s mission and vision statement further describes the priority to help nurture competent, confident, and caring students ready to pursue their dreams. In a recent University of Colorado Safe Communities Safe Schools staff survey, 95% of teachers agreed with the statement: “I am committed to the vision and mission of the school.”

ROCKY MOUNTAIN HIGH, *POUDRE R-1*

Rocky Mountain High has prioritized inclusion by designating safe spaces where LGBTQ youth can receive support from administrators, teachers, and other school staff. Many staff post “safe space” signs in classroom windows to indicate that all students are welcome, respected, and protected. Further promoting inclusion, Rocky has an active student-led Gay Straight Alliance club that provides health training for students. Thirty students are trained annually to become PEERS—youth certified to help fellow students with mental health, abuse, and/or anxiety challenges. Rocky’s Wellness Center provides an onsite, drop-in stress management clinic and monthly health workshops are available to all students. Teachers promote access to the center and conduct mindfulness exercises in their classrooms.

SAND CREEK ELEMENTARY, *HARRISON 2*

At Sand Creek Elementary, healthy school efforts are integrated into its Unified Improvement Plan (UIP). One of its three major improvement strategies focuses on providing transdisciplinary daily instruction, allowing health and wellness standards to be incorporated into all classrooms. Several new proactive structures support student and staff wellness, including a social, emotional, and academic mentoring program for all fifth graders. Each student has a staff mentor with whom they meet weekly for lunch, journaling sessions, and general check-ins. This trusted adult continues to support students transitioning to middle school. “Breakfast and Yoga” affords all students an opportunity to eat, and practice mindfulness, zones of regulation, and yoga techniques with the school social worker and community yoga instructor; this aids stress-reduction and emotion-regulation. Due to its continued success, Sand Creek was asked to help inform the district-wide school health plan.



SHELTON ELEMENTARY, *JEFFERSON COUNTY R-1*

Students are truly driving forces for health and wellness at Shelton Elementary School in Jeffco Public Schools. In 2016, a student-led health and wellness committee called “Healthy Heroes” (HHs) was founded. Membership includes at least two students per grade and it meets twice a month to provide input on all aspect of the school’s health initiatives, across component areas. Group feedback is then integrated into the larger Wellness Committee meetings. HHs has recently conducted nutritional assessments to improve the quality of snacks on the cafeteria snack cart, advocated and achieved a change to the master schedule that added an additional five minutes to the lunch period, and recommended the installation of a playground “Buddy Bench” to promote kindness and inclusivity. Student efforts are actively supported by school administrators as evidenced by incorporation of youth feedback and acquiring resources to implement youth activities.

SHEPARDSON ELEMENTARY, *POUDRE R-1*

Administrators at Shepardson Elementary are active proponents of school-wide health and wellness, evidenced by their membership on the Shepardson Wellness Committee. The principal represents the Committee at Parent Teacher Organization (PTO) meetings, oversees grant and collaboration requests, and regularly reports on the efforts and results of wellness efforts. One wellness initiative, “Walk Away Wednesdays,” has helped to combat high levels of staff stress. This project encourages staff to leave work promptly and prioritize time for themselves mid-week. Staff members document their Wednesday afternoon activities, which often include cooking, hiking, reading books, or taking their kids to the park. Photos are included in the morning message to all staff, which builds community and demonstrates support for adult wellness.



SILVERTON SCHOOL DISTRICT 1

Despite limited resources, Silverton School District has made strides to promote student, staff, and community wellness, knowing that the school is the community and the community is the school. Silverton is currently developing social-emotional learning plans for every K-12 student, supported by a full-time social-emotional teacher. Staff are paid for additional hours to develop these plans, meet with families, and identify resources for implementation. To further offset the additional work, staff may use the mindfulness room and have access to a trauma-informed care instructor and a licensed counselor. The health of the community is further strengthened through use of a telemedicine program, implementation of back-to-school nights that introduce families to all teachers in the district, and increased parental participation in Morning Movement, Sound of Silence mindfulness, and free school meals provided to all students.

SKOGLUND MIDDLE, *CENTER 26 JT*

Skoglund Middle has administered the Healthy Kids Colorado Survey annually since 2005. This data provides a long-range view of the effects of health and wellness programming on the school’s climate and helps stakeholders direct initiatives. One initiative is an advocacy and education group called PICS: Parents Involved for Center Students. PICS are trained as Health & Wellness Leaders who then sit on the District Health Advisory Committee (DHAC) and help make decisions about programming, resources, and funding. In addition, PICS organize the annual fun run, volunteer as crossing guards, promote parent health education nights, and coordinate the Every Kid Healthy Week. Along with Skoglund staff, these parents are trained in Youth Mental Health First Aid and will soon assume a larger role in Skoglund’s social-emotional programs.



THORNTON ELEMENTARY, *ADAMS 12 FIVE STAR SCHOOLS*

Thornton Elementary School has implemented a cross-functional health and wellness team which incorporates staff, administrators, parents, students, and community members. They take a systematic approach to the collection and utilization of data, coupling a breadth of formal and informal sources. Thornton has a Multi-Tiered Systems of Support (MTSS), through which students are identified and able to receive interventions that better meet their academic and/or behavioral needs. Thornton’s Response to Intervention (RtI) team meets weekly to discuss individual students and develop action plans. Some interventions consists of mindfulness practice, use of a break pass, creation of a classroom break area, and student social support. Classroom teachers and specialists implement these interventions individually or in small groups.

WOODLAND PARK SCHOOL DISTRICT, *RE-2*

In Woodland Park School District, students are at the forefront of health and wellness, with student councils leading efforts in the middle and high schools. At the middle school, student council has assumed responsibility for one of the School Health Improvement Plans (SHIPs): a free used clothing closet for students, including formal wear for school dances. Also at the elementary level, students are involved in tending to school gardens and serving smoothies at beginning-of-the-year Smoothie Socials. Woodland Park recently showed the documentary “Screenagers” at a free community event, which included a meal and age-appropriate discussions about the use of technology, video games, and social media. High school students have taken charge of implementing large parts of the suicide awareness SHIP, which has included making and selling semicolon bracelets to raise awareness and funds.

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ACADEMY 360, DENVER COUNTY 1

Every morning at Academy 360 begins with a handshake because relationships matter. To aid families in acquiring the resources needed for the physical, social-emotional, and academic success of all students, Academy 360 has embraced many vibrant community partnerships. Collaboration with the Denver Public Schools “Fresh Fruits and Vegetables Snack Program” allows Academy 360 to offer every student a daily, healthy snack. Partnerships with Denver Health Medical Center and Families Forward Resource Center have increased access to well-child visits, supports for kids with chronic health needs, and improved familial access to healthcare, which has led to increased school attendance rates. These partnerships, implementation of Multi-Tiered Systems of Support (MTSS), and establishment of a full-time Wellness Director are key practices that support the Whole Child.

AKRON ELEMENTARY, AKRON R-1

Akron Elementary School has embraced data as a critical tool to drive school health efforts, the successes of which extend well beyond the school walls. Perception surveys, local needs assessments, nutrition and attendance data, and others help inform the work of the school wellness team and prompt the growth of key community partnerships. Examples of partnerships include the Lions Club, Walmart, the local newspaper, the Northeast Colorado Health Department, and the Washington County Connections Family Resource Center. In addition, the school’s wellness team has strong representation, including a member of the district’s board of education.



ALAMOSA ELEMENTARY, ALAMOSA RE-11J

At Alamosa Elementary School, parent teacher conferences provide a chance for school staff and families to focus on more than academic achievement. Personnel from Valley-Wide Health Systems, Inc. attend 100% of conferences, which all teachers are required to host. This provides a key opportunity for Alamosa to connect its families to community resources that may help elevate health, wellness, and opportunities for student success. Alamosa Elementary has requested the expertise of Valley-Wide Health Systems, Inc. to help inform the creation of a School Based Health Center. The district wellness team, assistant superintendent, school health staff, teachers, community members, parents, and students are helping to inform this effort that will serve over 1,000 elementary students.

ALAMOSA HIGH, ALAMOSA RE-11J

Alamosa High School prioritizes restorative justice. A key partnership with the Center for Restorative Programs (CRP) allows Alamosa High to provide both proactive and reactive measures that elevate equity, restoration, and reintegration into the school community. Proactively, CRP supports the Multi-Tiered Systems of Support (MTSS) approach, coaches staff on restorative intervention measures for youth with behavioral challenges, and offers guidance to the Positive Behavioral Interventions and Supports (PBIS) team. Additionally, CRP aids a student group, “Students Against Destructive Decisions” that works to promote positive peer guidance, role modeling, and coaching on safe and healthy life choices. Recognizing that these efforts do not adequately address the needs of all students, CPR also serves as a referral base, where students who have been suspended for drug abuse can receive additional support.

DENVER SCHOOL OF THE ARTS, DENVER COUNTY 1

Denver School of the Arts prioritizes student voice, community partnerships, and evidence-based practices as fuel for its health and wellness efforts. The Parent Teacher Student Organization coordinates and hosts quarterly seminars for families that address a variety of health topics, while the school wellness team engages administrators, faculty, staff, parents, students, district personnel, and community members to prioritize student health in creative ways, despite facility limitations. A variety of student- and building-level data are used to help make the connection between realizing assessment goals and successfully meeting the needs of the Whole Child. The “Gender & Sexuality Alliance” and “No-Place-For-Hate” clubs provide health education for LGBTQ students and promote a healthy, safe, diverse, and inclusive school environment for all learners.

DOS RIOS ELEMENTARY, GREELEY 6

Collecting student ideas for wellness programs, Dos Rios Elementary School has prioritized diversity, inclusion, and safety of all students by launching a gardening initiative with seeds from a variety of global communities. Teachers help to maintain the garden and promote cultural awareness by growing an array of produce that is naturally found in regions from where students and their families originate. Student perception surveys further help to inform initiatives surrounding the classroom community, classroom management, student learning, and student-centered environments in pursuit of providing all students the most supportive learning environment possible.



EVERITT MIDDLE, JEFFERSON COUNTY R-1

Administrators at Everitt Middle School are role models as well as health and wellness champions. These administrators help to write fitness grants, co-teach joint physical education and targeted intervention classes for students with learning differences, instruct after school groups on body positivity and self-esteem, and referee at “Books and Baseball,” an after school club that links literacy with physical activity. Together with their Healthy Schools Committee and a variety of data including Smart Source and Healthy Kids Colorado Survey (HKCS), the Everitt community has changed recess requirements to encourage vigorous physical activity, has expanded CREW to aid all students in developing social-emotional wellness, and has designed a “refocus room” to better support students needing Tier II and III behavioral health supports..

KATHRYN SENOR ELEMENTARY, GARFIELD RE-2

Three expectations inspire practices and culture at Kathryn Senior Elementary School: take care of yourself; take care of others; and take care of this place. These guiding principles have taken root in the school’s garden initiative, started in 2016 by a kindergarten student who was later dubbed “the master gardener.” Produce is planted and harvested by K-4 students and used in the cafeteria throughout the year to promote healthy eating. School leadership has organized community gardening activities and coordinated with town leaders to further health-driven community building initiatives including the construction of a meditative pathway which will lead to the garden, and will be used by students in support of restorative practices and mindfulness. Through the common interest of a garden, the wellness team, teachers, families, community partners, and most importantly, students, continue to grow a community that cares.



LA VETA ELEMENTARY, LA VETA RE-2

La Veta Elementary School has used Smart Source for the past four years to drive data-informed health and wellness efforts. Results of the survey —and other school-level assessments—are triangulated by administration and Wellness Committee members to determine key strengths and areas for improvement. The values of the Wellness Committee, which involves all stakeholders, parallel the mission and vision of the district, which aids the district-level grant writer in using Smart Source data to inform needs for school funding. This informed funding aids the La Veta Wellness Team in meeting monthly to fully integrate health and wellness into school culture and schedule, including an impressive array of physical activity opportunities.

MONFORT ELEMENTARY, GREELEY 6

Utilizing both Smart Source data and important anecdotal evidence, Monfort Elementary School noticed the need to address growing behavioral and mental health concerns among the student body. Determined to address the elevated rates of student discipline referrals at the beginning of the school day and after lunch, Monfort edited its master schedule to implement “Scout Block.” This gives teachers time surrounding both these periods to discuss social behavior and mental health with students. Implementation of alternative seating options and valuing students as co-creators of health initiatives and community-building activities are augmenting the schedule change to promote engagement, discourage disruptions, and advance the success of all students.



ORTEGA MIDDLE, ALAMOSA RE-11J

The Ortega Middle School community knows that staff wellness is critical to the success and happiness of both its adults and students. School and district-level wellness coordinators plan activities to promote staff health including monthly wellness activities, opportunities to participate in group fitness classes, and daily emails that contain recommendations for nutrition and comprehensive physical activity. In addition, all staff have access to a private fitness center that contains cardio machines and free weights. Multiple health goals have been written into Ortega’s Unified Improvement Plan (UIP), which, along with funding and professional development, is helping teachers to more comprehensively implement their own health and wellness learnings into their classrooms.

ROCKY TOP MIDDLE, ADAMS 12 FIVE STAR SCHOOLS

Rocky Top Middle School has integrated health and wellness into the fabric of the school. Rocky Top’s vision is to promote in students social-emotional fortitude and confidence for self-advocacy, while its mission statement prioritizes the “integration of movement and the focus on health and wellness.” These goals are further supported through health and wellness integration into the school’s Unified Improvement Plan (UIP), the goals of which are supported by several academic and non-academic data sources, a dynamic wellness team, and an enthusiastic staff. During the school year, Rocky Top noticed a recurring situation with students being hungry because they did not eat breakfast. The school identified why students were not consuming breakfast, discovering it was mostly lack of time or money. The school then implemented a breakfast program where all students have the opportunity grab breakfast to start their day.

STETSON ELEMENTARY, *FALCON 49*

Responding to both observations and trends in its data, Stetson Elementary School changed programmatic offerings to better address student needs and built strong community partnerships to bring in needed outside resources. In tracking daily quantities of student meals, the school noticed an inverse relationship between the number of breakfasts purchased and the prevalence of student lethargy. Knowing that hungry and lethargic students do not make for ready learners, Stetson started a Walking Club before school. Following the morning walk, students then eat breakfast, and later enter classrooms, ready to learn. Healthy snack guidelines further this effort by assisting families in determining which snack choices are beneficial to growing brains.

STRATMOOR HILLS ELEMENTARY, *HARRISON 2*

Stratmoor Hills Elementary Health and Wellness Committee members work to coordinate across Whole School, Whole Community, Whole Child (WSCC) component areas, truly value the team approach, and recognize that healthy habits should extend beyond the walls of school. Responding to familial requests, Stratmoor Hills altered its policies, practices, and resources to better facilitate student bike-access to school. In partnership with the student council and two local partners—"Kids on Bikes" and "Local Union 58 Plumbers and Pipe Fitters"—the Health and Wellness Committee has allocated dollars to install bike racks, purchase helmets and locks for students in need, and shift school policy to promote the practice. In doing this, Stratmoor Hills is helping to instill in its students the value of independence and making life-long healthy choices.



SWALLOWS CHARTER ACADEMY, *PUEBLO COUNTY 70*

Swallows Charter Academy has excelled at providing Tier III behavioral health supports to students. The school counselor trains staff to respond to students in crisis and has developed a re-entry plan for those returning after a prolonged absence. In addition, the counselor offers individual and group counseling and when necessary, refers students to mental health resources in the community. Swallows Charter Academy has developed extensive emergency-preparedness strategies that prioritize preparation, response, and recovery. This attention to detail has afforded the community additional opportunities to gain professional development related to social, emotional, and behavioral health of students and provided counseling, psychological, and social services. These practices are promoting a positive, healthy, and safe school environment.

WASHINGTON ELEMENTARY, *CAÑON CITY RE-1*

Utilizing the active support of administrators, Washington Elementary School has incorporated health and wellness goals into its Unified Improvement Plan (UIP), which is supported by the efforts of the school wellness team, school health professional, staff, students, and families. To realize its goals, Washington Elementary has implemented various best practices, including altering the master schedule so that all students receive recess time before lunch, movement breaks in the classroom, alternative seating, and healthier class celebrations. At monthly wellness team meetings, student members are valued as equal contributors in the decision-making process.

WEST JEFFERSON ELEMENTARY, *JEFFERSON COUNTY R-1*

West Jefferson school leaders are champions of health. The principal engages at the school, district, and community levels to address food insecurities, encourage active lifestyles, promote relationship-building, and leverage dynamic community partnerships. Here are a few examples of the principal's active support of school-wide health efforts:

- Member of Health and Wellness Committee
- Collaborated to offer breakfast and protein-based snacks to all students
- Spearheaded and participated in the 100 Mile Club
- Increased seated lunch minutes and added an additional daily recess period for all
- Allocated budgetary funds for a social-emotional paraprofessional, increased FTE for the school's licensed psychologist, and leveraged opportunities for students to learn yoga, mindfulness, and violence prevention



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