



2014 **HEALTHY**
SCHOOL
CHAMPIONS



THE HEALTHY SCHOOL CHAMPIONS SCORE CARD PROGRAM – A COLORADO CREATION

The Healthy School Champions Score Card Program is in year four of supporting and celebrating healthy schools. This program is unique in its design—it provides a voluntary, on-line, quantitative tool to assist schools in assessing how well they are coordinating their wellness efforts and implementing best practices in school health. It also provides an opportunity for qualitative assessment as schools share successes that result from using promising practices.

The Score Card considers state legislation and policies, allowing it to serve the specific environment of Colorado schools. Once schools gather and submit Score Card responses, along with the written results of their stories and support letters, they can be considered for a Healthy School Champions monetary recognition award.

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

WHEN PARTNERS COME TO THE TABLE, GREAT THINGS HAPPEN

Since its initial collaborative development by the Colorado Department of Education (CDE) and the Colorado Department of Public Health and Environment (CDPHE), and through the work of The Colorado Education Initiative, the Score Card has continued to broaden its partnerships.

- In 2012-13, significant changes were made to the Score Card tool and resources as a result of feedback from schools, Coordinated School Health component experts, and health-related stakeholders throughout Colorado. The updated tool more clearly represents the criteria by which Colorado defines healthy school cultures and how they can be realized.
- 2013 marked the first year the Score Card tool was used by many of the 22 districts funded by the Healthy Schools Successful Students (HSSS) Initiative, a partnership between RMC Health and CDE. A number of the HSSS schools used the Score Card to assess efforts in creating a culture of health using a coordinated approach.
- Over the past school year, the number of participating schools doubled to 216, expanding the Score Card's reach to schools and districts throughout Colorado and benefiting over 100,000 students.

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

CENTER HIGH SCHOOL & SKOGLUND MIDDLE SCHOOL CENTER 26 Jt



A SMALL DISTRICT DOING BIG THINGS

In 2014, these two Center schools are sharing a combined award. The District's Superintendent commented, *"Health education and the messages and skills learned in health are critical to life and academic success; thus, health education is not peripheral to preparing successful learners in Center Schools, but central to the way we do business."* The schools recently intensified their focus on the Coordinated School Health (CSH) model by using data, including administrators and community partners in health and wellness efforts, and implementing programs and resources that allow students and staff to succeed mentally, physically, and academically.

THE LINK BETWEEN HEALTH AND ACADEMICS

Center High School fundamentally believes in the connection between the physical, emotional, and social health of a child and his/her academic success. At the heart of all that the school does is the best interest of the child—therefore, the school actively implements the CSH model.

EMBEDDING BEST PRACTICES

The Healthy Kids Colorado Survey (HKCS), administered on an annual basis, helps staff to identify health concerns, define goals, and monitor progress. Center's school nurse collects data on rates of asthma, obesity, diabetes, and other health issues including sexual health. Health classes administer pre- and post-tests and quarterly assessments, and the school's counselor addresses student social/emotional/behavioral needs. Center updated its wellness policy and expanded

staff wellness and after-school opportunities for students. This past year, the school saw higher attendance and increased academic performance, resulting in more than 70% of its graduates going to college (up from 20% in 2004). The school made significant changes in the quality of food served in the cafeteria including an expansion of the salad bar to include more fruits and vegetables.

SUSTAINABILITY EFFORTS

A Health Advisory Committee (HAC) initiated in 1995 implements and intensifies health and wellness efforts. The school continually seeks funding to support health improvement efforts and actively establishes community partnerships. Grants secure volunteers from AmeriCorps Volunteers in Service to America (VISTA) and National Civilian Community Corps (NCCC).

The HAC works to embed health and wellness programming into policy. For example, a Wellness Policy includes requirements for Physical Education, Health, Nutrition, and Staff Wellness. The school also has a bullying prevention policy. Center creates formal Memoranda of Understanding (MOU) with HAC partners. Health and wellness goals align with the school core values, and a health and wellness goal was included in the school's Unified Improvement Plan (UIP).

MUTUALLY BENEFICIAL PARTNERSHIPS

Without the support of administration, community, and parents, none of the success in connecting health to academics would have been realized. Partners not only provide resources and time, they advocate on behalf of programs, and help to implement strategies.

CENTER HIGH SCHOOL & SKOGLUND MIDDLE SCHOOL CENTER 26 Jt

THE LINK BETWEEN HEALTH AND ACADEMICS

Skoglund Middle School uses evidenced-based curricula to inform its health and wellness classes. Pre- and post-testing results about attitudes, skills, and behaviors deliver measureable results on which the school bases its decisions. Student reports from the Healthy Kids Colorado Survey (HKCS) survey add even more data to the decision-making mix. The school understands the importance of not just “picking” a path because “it feels good.” They understand that it must actually work.

EMBEDDING BEST PRACTICES

Skoglund created a “Working Together Project,” offered by the Rocky Mountain Prevention Research Center, which requires students to take two years of health classes. During the project, students analyze HKCS data, select a top issue (bullying), and develop environmental practices to address the issue. Because of this, students are able to consider, at a personal level, the impact they can make including when to intervene. Students share that they feel more connected to the school because they play an active role in creating solutions by increasing bullying awareness.

Skoglund is committed to “developing and implementing programs/systems to better meet the social, emotional and physical needs of students in order to increase academic success.” Four strategies address this goal:

- 1) Full implementation of the Colorado Comprehensive Health and Physical Education Standards
- 2) Increased emphasis on staff wellness

- 3) A focus on a positive school climate
- 4) Attention to student physical health and obesity prevention through enhanced nutrition (increased fruit and vegetable consumption) and movement in the classroom

SUSTAINABILITY EFFORTS

Health and wellness goals align with the school’s core values and these continually remind all stakeholders about the desired end result. Educating students about leading a healthy lifestyle is important—and because students educate others about a healthy lifestyle and its impact, sustainability is enhanced. As administrators, staff, parents, and students understand the importance of Coordinated School Health efforts, they become the school’s strongest advocates. Skoglund has discovered that when students and parents demand something, it continues.

MUTUALLY BENEFICIAL PARTNERSHIPS

There are numerous local community partners that support many aspects of Skoglund’s health initiatives. For example, the school partners with a local mental health center that provides weekly services to students. A local public health agency offers health screenings for students and staff. And a local hospital representative meets weekly with students to support the bullying prevention program.



Center Consolidated Schools continues to be committed to providing a pre-K through 12 health program that fosters healthy behaviors for students through increased health knowledge and the modification of risk behaviors.

EDITH WOLFORD ELEMENTARY SCHOOL ACADEMY 20



THE LINK BETWEEN HEALTH AND ACADEMICS

As Edith Wolford Elementary (EWE) enters a third year in its journey toward a more healthy staff and student body, it continues to gain momentum in its efforts. After two years of work to integrate the Coordinated School Health model into the school's "way of doing business," a health and wellness goal was written into the three-year site plan—indicating the importance of wellness across its school community. Additionally, a health goal was incorporated into the school's Unified Improvement Plan (UIP).

EWE takes a holistic approach focusing not only on physical health, but also on emotional and social wellness, especially evident this past year with the challenges and impact of the Black Forest Fire. The school's involvement in the Healthy School Champions Score Card helped it to identify needs, set goals, and to develop and improve its health and wellness curriculum.

EMBEDDING BEST PRACTICES

In addition to recesses before lunch and throughout the day, students participate in a daily "Fitness for Fun" program and in-classroom activities. "Brain Breaks" are incorporated into the school day, and healthy food options are offered in the cafeteria along with healthy snacks. One parent shared, "There have been many occasions when my child returned home excited to tell us about a health-related event that was held at the school." Seeing students take their excitement for health and wellness from school to home helps create healthy lifestyles.

SUSTAINABILITY EFFORTS

EWE partners with Sodexo—a food service provider that serves leafy greens, whole grains, and low-fat or fat-free milk along with fresh fruit and vegetables. The school added two important nutritional programs this year: a "Breakfast Club" and a "Garden Club."

Teachers and administrators stress the importance of eating a good breakfast to start the day. The "Garden Club" educates children about gardening and the nutritional value of eating freshly-grown produce. Both programs coordinate efforts with Physical Education and other health curricula in order to teach students about the importance of being healthy.

MUTUALLY BENEFICIAL PARTNERSHIPS

The school has a reputation for being a warm, caring, and nurturing environment. Many parents volunteer in school classrooms, the cafeteria, the library, gym, and school office. Many community members support EWE's approach to educating and embracing a sustainable health curriculum. Academy School District 20's Risk Manager noted that, "Wolford has truly embraced a holistic approach to wellness for its students, staff and community. The school understands that 'one size doesn't fit all' so they have many collaborative programs going on at once for staff and students."

PAGOSA SPRINGS MIDDLE SCHOOL ARCHULETA COUNTY 50 Jt



THE LINK BETWEEN HEALTH AND ACADEMICS

Pagosa Springs Middle School wants students to optimize their engagement in school by making a connection between health, wellness and academic performance. At the district level, the Unified Improvement Plan (UIP) was updated to include language about health, wellness and the whole child, in addition to including statements about assessments. The school and the district fundamentally believe that test scores will increase if everyone pays attention to health and wellness.

EMBEDDING BEST PRACTICES

Administration at Pagosa Springs highly values the use of best practices in the classroom and provides education to teachers; it also evaluates teachers on use of student engagement practices and “Brain Breaks” in the classroom. The middle school embeds health and wellness best practices through fostering a school culture informed and driven by Student Support Teams (SSTs), Individual Learning Plans (ILPs) and Individualized Education Program (IEP) teams, along with consistent, visible administrative and staff support.

50-minute Physical Education classes are offered to students every school day. At the start of each school year, all grades go on an outdoor active teambuilding adventure (such as hiking and climbing to a local peak). Three skiing and snowboarding days at the local ski area (per grade level) are offered to promote an active lifestyle.

Health Services offers routine yearly screenings and referrals for health issues. A registered school nurse participates in IEP meetings and screens students. A school team that specifically focuses on chronic absenteeism includes an administrator, counselor, county human services staff member, and probation personnel. This team is charged with discovering the root cause of a student's absenteeism and provides support to that student.

SUSTAINABILITY EFFORTS

The school receives grant funding from a broad group of supporters including the Colorado Department of Human Services' Office of Behavioral Health, The Colorado Education Initiative, the Colorado Department of Education, the Colorado Health Foundation, the Colorado Department of Public Health and Environment, and the El Pomar Foundation. Multiple stakeholders help create momentum and provide resources for sustained school health and wellness initiatives.

MUTUALLY BENEFICIAL PARTNERSHIPS

Community partners help choose goals and data points to focus health education initiatives and select curricula for health education programs. Members of the “Celebrating Healthy Communities Coalition” provide guest presentations to students, contributing to achievement of overall health and wellness goals. The LiveWell Colorado program team provides students with fresh fruits and vegetables, and staff with training in “scratch” cooking.



THE LINK BETWEEN HEALTH AND ACADEMICS

Academy 360 is driven by its mission to develop student minds, bodies, and characters in order to lead healthy and fulfilling lives in school and beyond—they strive to provide a “360-degree” education.

Because Academy 360 opened its doors for the first time in August 2013, health and wellness data are not yet available; however, the school has already seen growth in literacy since October 2013. In order to gain a better understanding of the direct impact of health on academic achievement, Academy 360 is conducting case studies that address behavioral, emotional, and academic issues.

EMBEDDING BEST PRACTICES

Academy 360 students prepare their bodies for a day of learning by starting each school day with 15 minutes of “Morning Movement.” The school offers “Breakfast After the Bell,” swapping fruits and veggies for treats during classroom celebrations, and engages students in at least 45 minutes of physical activity during the day.

The school builds several Coordinated School Health components into a typical school day. It deliberately works to reach all students through healthy school initiatives and programs such as group exercise classes (also available to staff and families), health education classes, and counseling services that promote a healthy school environment.

Academy 360 sets a high bar to ensure that all students’ health, academic, and mental needs are met. One school administrator commented that, “The health education at Academy 360 has engendered a wholistic health interest in our

student body, changing the way that students interact with each other, their schoolwork, their teachers, and their families.”

SUSTAINABILITY EFFORTS

Academy 360 employs a full-time Health and Wellness Coordinator to ensure long-term success of school health efforts. Objectives and outcomes include detailed action plans to ensure they are achieved and sustained in future years.

The school strategically builds a culture of health and wellness. Staff members commit to equipping students with tools and resources needed to live an optimally healthy lifestyle.

MUTUALLY BENEFICIAL PARTNERSHIPS

Academy 360 partners with the Anschutz Medical Campus’ Health and Wellness Center to teach students about healthy eating and the importance of reading nutritional labels.

Partnerships with the University of Denver Masters of Social Work Program, the Food Bank of the Rockies, and the Colorado School of Public Health expand the impact of the school’s health and wellness efforts.



Without fault, every day, my daughter sees me waiting for her in the parking lot and is chomping at the bit to reach me. In her excitement, she runs toward me! But then, invariably, she stops in her tracks and runs back to hug goodbye her teacher, her principal, the counselor, her teacher assistant, the Health and Wellness Coordinator and even the office manager.

Parent

BAUDER ELEMENTARY SCHOOL POUDRE R-1



THE LINK BETWEEN HEALTH AND ACADEMICS

Bauder Elementary School has received local and national recognition for its wellness efforts. Bauder uses the Coordinated School Health model to help create annual goals which, along with past initiatives, have made the school one of the healthiest in Colorado. The wellness efforts at Bauder have positively impacted student academic performance.

EMBEDDING BEST PRACTICES

Bauder implements many activities and programs that impact the school's success in integrating school health into its culture. "Brain Breaks" challenge students to incorporate movement into each activity, and the school's "Universal Breakfast Program" jumpstarts each student's day with a healthy meal. The school's breakfast program is offered in partnership with Cooper Home, where community partners provide healthier breakfasts to students who otherwise would not be able to have one. Bauder is the first school in its district to implement this practice, and it helps students get their day started in the best way.

SUSTAINABILITY EFFORTS

To ensure the long-term success of the initiatives that the school started eight years ago, Bauder understands the importance of positive and engaged leadership. The Principal at Bauder Elementary works to ensure that students have several opportunities each day to be physically active, and encourages staff and students to choose to incorporate healthy activities into their lives.

Bauder staff and students change attitudes about health and wellness. The Principal is especially proud of the school's success locally—because of this success Bauder has been nationally recognized for its unique practices and approaches such as the introduction of "Stability Balls" for students who are always "in motion." Bauder received a grant to establish and sustain a learning garden for students and staff. The garden engages local businesses and parents, and allows students to learn directly through hands-on experiences.

MUTUALLY BENEFICIAL PARTNERSHIPS

Colorado State University provides university students that visit classrooms and teach healthy heart lessons, conduct student cholesterol testing, and share resources for parents.

Other community partners actively engage in implementing best practices for the achievement of health and wellness at Bauder. For example, Cooper Home residents volunteer at each "Universal Breakfast" giving students an opportunity to experience a mutually beneficial partnership firsthand.

BEATTIE ELEMENTARY SCHOOL POUDRE R-1

THE LINK BETWEEN HEALTH AND ACADEMICS

Beattie is part of Poudre School District (PSD) and embraces a culture of wellness that creates, empowers, and sustains lifelong attitudes, skills, and behaviors that promote healthy lifestyles.

The school's Wellness Team encouraged and inspired Beattie to create a mission statement—*"to improve the health of students in a safe environment to increase academic achievement."* The results of this clear commitment to improved health and wellness of students and staff can be seen in many ways; in one example, students improved in seven out of ten "Transitional Colorado Assessment Program" (TCAP) scores since 2012—a noteworthy accomplishment.

BEST PRACTICES

Beattie incorporates weekly physical exercise into the school's health efforts. Using a three-component wellness plan—nutrition, physical fitness, and safety—students and staff improve lifestyles and live healthier lives.

- Nutrition education includes hands-on opportunities with growing a garden.
- Physical fitness events increase choices for students, staff, and community members to be physically active through the "Get Up and Go Club."
- Safety focuses on targeted measures to implement in order to improve the school environment such as training through "Safe Routes to School."

SUSTAINABILITY EFFORTS

The "Beattie Action Team" promotes fruit bars in the cafeteria and provides resources for a field day. Beattie's Physical Education (PE) teacher collaborates with eleven other elementary PE teachers within PSD to promote and encourage students to become more productive members of society. Teachers invest in educating students on the importance of safety and bicycling, and a bicycle education course in elementary schools uses a staff member or parent who is a League Certified Instructor (LCI) from the American League of Cyclists.

MUTUALLY BENEFICIAL PARTNERSHIPS

Beattie Elementary changed its fourth grade music program to involve more movement including an evening of family folk dance. "Field Day Fall Frolic" has 100 percent of students participating, and "Free Afterschool Tennis" benefits students, parents, and community partners. Beattie planted a sustainable garden to promote student nutrition and wellness.

The garden helps students to explore many curricular objectives in science and physical education. The school's hands-on approach allows students to experience gardening from soil preparation to eating garden produce. The school welcomes the Beattie community to ensure sustainability of its garden, physical activities, and safety practices.



At the district level, a "blackboard" has been created to centralize wellness materials. We get lots of ideas from that resource.



BLUE HERON ELEMENTARY SCHOOL

JEFFERSON COUNTY R-1



THE LINK BETWEEN HEALTH AND ACADEMICS

Blue Heron Elementary is in its fourth year of championing a comprehensive approach to school health and wellness using the Coordinated School Health components as a framework to develop goals, implement actions, and assess the progress of healthy school initiatives.

The school spends considerable time focusing on subgroups of students that lag behind in achievement. It has seen significant academic growth among students with Individualized Education Programs (IEPs); for example there has been an increase in IEP student reading capacity from 31 to 68 percent, exceeding state expectations. Health is a major component of the success along with the school's focus on educating the whole child.

BEST PRACTICES

Blue Heron strives to identify best practices each year. By doing so, the school knows that students are developing 21st century skills and readiness competencies using inquiry-based activities, and opportunities to demonstrate those competencies through evidence outcomes within the domains of physical, personal, emotional, and social wellness. All students participate in at least 30-minutes of daily physical education activity in addition to "Brain Breaks." Blue Heron added a "Harvest Bar" to its lunch menu. The school also offers cooking classes for students in partnership with Slow Food Denver.

SUSTAINABILITY EFFORTS

The sustainability of Blue Heron's healthy school efforts goes beyond writing healthy school policies and developing health and wellness programs. The school focuses on how it is empowering students to see the value of health in their personal lives and encourages them to write and work towards a personal health and wellness goal. By making meaningful and realistic wellness goals, students make connections about ways health and wellness helps them academically, socially, and behaviorally.

MUTUALLY BENEFICIAL PARTNERSHIPS

Blue Heron establishes many resourceful community partnerships. The school is proud of its relationships and grateful for the businesses and organizations that support the implementation of health efforts. For example, Whole Foods donated food and money to support the construction of the school garden and provides garden supplies. Slow Food Denver participated as a member of the school's garden design team. And, Skate City encourages physical activity by providing over 500 free skate passes given to students on their birthdays.

CHARLES HAY WORLD SCHOOL ENGLEWOOD 1

THE LINK BETWEEN HEALTH AND ACADEMICS

Charles Hay World School believes that healthy students are more prepared to learn. The school's improvement plans make a connection between health and academic achievement. School growth scores have increased, and this performance school is now actively implementing and monitoring health and wellness activities.

As the school continues to roll out health and wellness initiatives, it observes a consistent decrease in the number of office referrals every year—an indicator of improved student health as change happens at the classroom level.

The International Baccalaureate (IB) program at Charles Hay World School uses “units of inquiry,” meaning that students discover ways to use the skills they learn. For example, the school garden directly relates to inquiry on living environments and enriches student health and learning. A body systems unit becomes more relevant when it is learned in multiple component areas—including healthy eating and lifestyle.

BEST PRACTICES

The master schedule at Charles Hay supports best practices for students including a 20-minute recess every day before lunch, movement in the classroom to promote blood flow and brain function, and 150 minutes of physical education each week for students. Classroom celebrations creatively promote healthy eating along with movement activities.

The school principal leads by example and often bikes or walks to school and participates in physical education activities. Demonstrating that health extends beyond school into personal lives builds engagement and eagerness for participation in health and wellness efforts. A sixth grade teacher observed that *“Everyone on campus works as a team to promote a healthy culture by encouraging participation in clubs, eating healthy snacks, and moving during the day.”* These efforts promote healthy lifestyles both at school and at home.

SUSTAINABILITY EFFORTS

The school's Health and Wellness Team has a variety of efforts in place for health-related programs including Kaiser funding to promote teacher workout sessions after school, Tri-County Health's tobacco-free program, the Alternative High School with Big Brother/Big Sister mentorship, and others. Future support is likely because a diverse foundation of healthy school efforts and support are in place.

MUTUALLY BENEFICIAL PARTNERSHIPS

A district field day, walk and bike to school days, and a community garden are examples of how teachers across Engelwood School District coordinate and work together with community partners. The school intentionally fosters relationships with numerous community members and organizations such as Swedish Hospital and the Englewood Police Department in order to provide a variety of health and fitness-related opportunities for students, parents and staff.



“At my school I’ve seen many healthy habits—fitness, Zumba, and Karate club. I’ll tell you one thing, after each one of those clubs I’m always so tired and sweaty.”



Student



GUNNISON ELEMENTARY SCHOOL

GUNNISON WATERSHED RE1-J

THE LINK BETWEEN HEALTH AND ACADEMICS

Gunnison Elementary School (GES) believes in the connection between health and learning, and that a balanced child will be a successful and happy child. The eight components of Coordinated School Health are a vital part of the school's belief in what makes a healthy school and in turn, a healthy child. It integrates the components into the school's culture, with activities and staff in each component area working towards a common vision.

A local dentist provides oral health screenings for students in two grades each year. These students receive preventative fluoride and sealant treatments, and those needing further oral health care are assisted in finding resources.

EMBEDDING BEST PRACTICES

GES's school district has a District Wellness policy that includes best practices identified by the state, federal agencies and professional organizations. The policy helps to ensure the quality of nutrition in school lunches and integrity of physical activity and nutrition education for students.

All teachers at GES are certified in the subjects they teach and the services they provide. Staff development and collaboration are valued and practiced. GES is fortunate to have leaders at both the school and district levels that guide, organize, and provide opportunities for physical activity, health education, health services, quality nutrition, bullying prevention, and staff wellness.

GES uses the Healthy School Champions Score Card as an assessment tool to look more closely at the school's work in each of the eight

component areas. It uses this information as a starting point to determine the priorities and goals of its Health Leadership Team (HLT).

SUSTAINABILITY EFFORTS

GES requires that staff members join a leadership team. The HLT is institutionalized—it has equal status to other teams including Math, Reading, Behavior, Technology, Assessment, and Response to Intervention (RTI). Each year, new staff members join the HLT and revitalize and bring energy to the team, its goals, and activities. Staff who remain on the HLT from year to year provide valuable institutional memory and experience.

MUTUALLY BENEFICIAL PARTNERSHIPS

The community of Gunnison, Colorado is supportive and active at the school. GES welcomes and promotes parent, community, and student involvement in all areas of school health. Students are invited to join task forces for school improvements—a recent example is a student-led upgrade of the playground at the elementary school.

GES's partnership with community health experts is both positive and enthusiastic. One of GES's most effective and engaged community partners is the Mountain Roots Food Project that sponsors and leads the Farm to School program. Farm to School members provide nutrition education for all grade levels and newsletters that include healthy food and exercise tips for families.



We support the implementation of health education standards by teaching nutrition lessons in classrooms, and by coordinating guest chef demonstration lessons in the classrooms.

Farm to School Program Coordinator

PLACE BRIDGE ACADEMY DENVER PUBLIC SCHOOLS



\$2,500
HSC
WINNERS

THE LINK BETWEEN HEALTH AND ACADEMICS

Because it serves a refugee population, Place Bridge Academy (PBA) is guided by Maslow's Hierarchy of Needs and embraces a mission that supports the health and wellness of all students. Each program, policy, or procedure the school institutes is based on research that demonstrates the link between health and wellness, and the impact on school success. A major strategy is to develop and implement programs that better meet the social, emotional, and physical needs of students in order to improve academic success. PBA clearly understands that health issues are often a root cause—children who are hungry, ill, or emotionally fragile struggle to succeed academically.

EMBEDDING BEST PRACTICES

PBA designs its health and wellness programs based on a belief that the goal of effective health education is to impart knowledge, impact attitudes, and increase positive behaviors. Many of its programs incorporate all three components and are very effective. For example, the school's substance abuse and suicide prevention program include classroom education, evaluation of attitudinal changes, and monitoring of behaviors.

PBA uses school data and its Unified Improvement Plan (UIP) to positively impact student need by incorporating health and wellness. The school also uses the Positive Behavioral Interventions and Supports (PBIS) framework. A Healthy

School Team is in place to examine student physical, social, and emotional health and to determine appropriate interventions when needed. PBA uses Healthy Kids Colorado Survey data collected every other year to measure progress and success of health and wellness efforts.

SUSTAINABILITY EFFORTS

The commitment and competence of diverse staff members is critical to health and wellness program sustainability. Parents are supportive and excited about the positive environment at PBA. A parent commented, *"Students enjoy the nutritional food and balanced diet provided by the school for lunch and snacking. Eating habits learned at school have positively impacted my children and they remind me about the benefits of having a healthy meal at home."*

MUTUALLY BENEFICIAL PARTNERSHIPS

Community and family are involved in health and wellness at PBA and an emphasis on the larger community and partnerships with community organizations adds depth to efforts. The school partners with over 40 different organizations that support one or more of the eight Coordinated School Health component areas.

Twice each year, all community partners participate in a networking meeting at the school, during which they share program highlights and establish additional areas of cooperation and collaboration.



RED ROCKS ELEMENTARY SCHOOL JEFFERSON COUNTY R-1



A GOOD KIND OF CONTAGIOUSNESS

Teachers at Red Rocks Elementary observe that students who actively engage in health efforts are in a better mood, and are more energized and focused after movement music breaks. Teachers incorporate the eight components of Coordinated School Health into curricula, encouraging students to stay physically fit and healthy for life. Staff are enthusiastic about wellness and participate in a pedometer challenge, have lunch break conversations about ways to improve diet, and demonstrate a desire to embrace a new nutritional culture.

Collaborative policy-making is a priority for the Coordinated School Health team because policy unites efforts of staff, students, families, and community members. The team created two new policies that institutionalize a school-wide expectation for physical activity—"Brain Breaks" and recess before lunch.

Red Rocks collaborates with many community partners such as Denver Health, Kaiser Permanente, Leave No Trace, Bicycle Colorado, Whole Kids Foundation, and others to offer healthy experiences to staff, youth and families. Partners donate time, money, presentations, and hands-on learning for students.



SAND CREEK ELEMENTARY SCHOOL HARRISON 2



TAKING SMALL STEPS TO CREATE BIG CHANGE

Sand Creek Elementary implements best practice models, including CDC's Coordinated School Health model and references the "Destination: Healthier Schools Successful Students" to guide wellness team practices and activities.

Teachers incorporate at least two "Brain Breaks" during the day using "Fit Sticks," "Healthy Kids Club Easy Ten Minute Classroom Activity Breaks," and "Minds in Motion: Math and Literacy Activities." Lunch recess provides an opportunity for students to participate in a "Lap Challenge" around the soccer field.

The health team is working with the District Wellness Coordinator on a sustainability plan to guide future directions. Administration is including support for health in the school's Unified Improvement Plan (UIP) to ensure prioritization of health and wellness efforts. A District Wellness Committee is creating policies to ensure lasting, building-level support for school wellness teams.

Sand Creek cultivates partnerships with LiveWell, the University of Colorado at Colorado Springs, and the Care and Share Food Bank. Two community partners provide after school physical activity programs at no cost to students—Girls on the Run, and The Center for Aikido and Tang Soo Do Studios. The American Heart Association, Bright Smiles, and Peak Vista round out the network of school health supporters.

SKYVIEW MIDDLE SCHOOL FALCON 49



CREATING A CONNECTED, OPEN, AND WELCOMING SCHOOL ENVIRONMENT

Skyview Middle School continues to focus on all eight Coordinated School Health (CSH) component areas. Over the past four years, the school has created and implemented ten School Health Improvement Plans (SHIPs) to improve overall school health efforts, and has an active CSH team with representation from all eight component areas, including administration. For a second year, the CSH model has been incorporated into the school's Unified Improvement Plan (UIP).

It is apparent that health and wellness is a top priority at Skyview. Administration is well represented at CSH meetings, which conveys a message of support to the teachers at Skyview.

A focus for the current school year is participation by all teachers in the "Capturing Kids Hearts" training. A "social contract" tool is used for both students and teachers to create and regulate classroom norms—for example, how does a teacher treat students, how should students treat peers, and how to resolve conflict.

Skyview has plans to host a Health Expo inviting hospital staff, nutritionists, fire fighters, police officers, mental health providers, and others to participate in the event. The Expo will introduce students to information that will help them make healthy choices outside of school.





FOOTHILLS ELEMENTARY SCHOOL » ACADEMY 20

Foothills Elementary takes the health of its students and staff seriously. They continually evaluate their practices to ensure that they are doing the best for all students, at all times. They achieve this by providing staff members with a “Key Notes Binder” that includes information on all students’ academic needs, allergies, health concerns, and emotional needs. The school has a Wellness Committee comprised of parents, community members, administrators, district personnel, and other engaged and committed individuals. The committee coordinates health and wellness efforts that will be part of the Foothills legacy.

FORT LEWIS MESA ELEMENTARY SCHOOL » DURANGO 9-R

The culture at Fort Lewis Mesa promotes nurturing the whole child. Because it is a rural school, staff and students form a tightly knit community where most staff wear a variety of hats—allowing them to really get to know the students, and each other. The school and district Wellness Teams create and promote wellness initiatives including a “Sunshine Club,” an improved dining experience, and a bi-weekly newsletter for parents that updates them on the various health initiatives and ways to get involved. Students, staff, and community members work together to embed best practices and create a culture of health and wellness throughout the school.

FREMONT MIDDLE SCHOOL » FREMONT RE-2

All teachers at Fremont Middle School receive training on the Comprehensive Health Education Standards and include a variety of activities that promote and improve communication, literacy, math aptitude, and conflict resolution skills in the classroom. Staff from Health Services, Counseling, and Physical Education work together to create a plan where all standards of a healthy school are integrated into daily routines. Each of the Coordinated School Health eight component areas has a representative on the school’s Health Team which helps to comprehensively meet the needs of students and staff. A positive school culture grows because of the implementation of programs that address bullying and health and wellness, and allow both students and staff become more engaged and be more physically active.

GRANBY ELEMENTARY SCHOOL » EAST GRAND 2

Granby’s health team has worked together for five years, and includes members that represent all of the components of Coordinated School Health. As the school strategizes and implements its school health improvement plans, it coordinates efforts with other school-level and community partners to strategically connect health and academics, and eliminate redundancies between programs. The school Health Team has historically integrated best practice strategies that provide the framework for all school health efforts. Granby Elementary continues to use the best practice of engaging families in its health and wellness efforts.



CAÑON EXPLORATORY SCHOOL » CAÑON CITY SCHOOL DISTRICT FREMONT RE-1

Cañon Exploratory School's Unified Improvement Plan (UIP) addresses a healthy and safe learning environment. Staff implement "Choice Theory" to guide school culture in focusing on students taking personal responsibility for healthy choices and making a positive difference for themselves and others. In Physical Education (PE) all students are trained to use the school's "negotiation corner" process to advocate for themselves and work out conflicts with others. They also have an application process for 5th and 6th grade peer mediators who are trained to help students work through the negotiation process.

The UIP also addresses exploratory learning because staff want students to experience learning in real world situations. Every class takes at least one active engagement field trip each quarter that ties to academic curricular units. The UIP notes the importance of addressing multiple intelligences. Students participate weekly in Art, Music, PE and Technology classes.

COLUMBIA ELEMENTARY SCHOOL » COLORADO SPRINGS 11

Columbia's standardized test scores continue to climb each year, and this year the school received the national "Blue Ribbon of Excellence" award based on proven growth in academic achievement over the span of a few years. School achievement is a big part of Columbia's commitment to having healthy learners. Staff focus on mental health, setting goals to ensure that all students have meaningful relationships with peers and adults. Increased bullying prevention and intervention efforts are the result of assistance from the school psychologist and social workers.

CRIPPLE CREEK-VICTOR JUNIOR/SENIOR HIGH SCHOOL » CRIPPLE CREEK-VICTOR Re-1

This school offers health and physical education classes, and a health and nutrition newsletter that is sent home regularly to students, families, and community members. Cripple Creek Victor is working to increase student wellness through classroom activity breaks, lunch time fitness competitions, and outside of school fitness activities such as yoga. Girls on the Run, and numerous sport activities including a bicycling club provide after school activities. Staff access a fitness center at the school for work outs, and are connected with many community-based health and wellness resources. The community and its families help with Cripple Creek's health promotion and wellness efforts.

KENNETH P. MORRIS ELEMENTARY SCHOOL » YUMA 1

Morris Elementary School has a strong sense of community involvement. Parent and community volunteers read with students, help with the math program, and assist teachers with classroom organization. Parents also help operate the school's monthly "Tribe Pride" store, where students spend tickets they have earned during the month for demonstrating pride. A partnership with a local Rural Community Resource Center exposes students to new healthy foods. The Morris parent organization organizes family events such as "Pumpkins & Parents" when families come to the school to decorate pumpkins and enjoy story time.



LAREDO ELEMENTARY SCHOOL » ADAMS-ARAPAHOE 28J

The Coordinated School Health efforts at Laredo Elementary start with Physical Education (PE). In PE classes, students learn about the importance of healthy nutrition, physical activity and education, and health education. Students are also connected with all health and wellness programs in Laredo, such as “Go, Slow, Whoa” in partnership with Channel 7, “Family Health Night,” “Brain Breaks,” and “Breakfast in the Classroom.” These best practices demonstrate the connection between health and wellness and student performance in the classroom. Laredo impacts students’ health and wellness success, and is mobilizing the entire community to follow best practices.

**LINCOLN SCHOOL OF SCIENCE AND TECHNOLOGY » CAÑON CITY SCHOOL DISTRICT
 FREMONT RE-1**

The Health and Wellness team at Lincoln Elementary meets weekly to strategize and develop plans and resources for classroom teachers. The team’s goal is to bring energy and excitement into the classroom through “Brain Breaks,” healthy incentives, and invigoration on the playground. The school knows best practices used in school, such as non-food rewards and nutritious food options during in-class functions, instill healthy habits that carry over into the home. The school’s engaged administration and community partners eagerly support the many health and wellness programs underway at the school, and provide resources and partnerships to ensure all students are able to thrive.

RIDGEVIEW ELEMENTARY SCHOOL » FALCON 49

The Ridgeview Elementary Coordinated School Health Team is comprised of a large group of school professionals and parents that work together for a common goal—to improve the health wellness of students, staff, and community. The team meets monthly to plan activities and communicate with each other, with staff, and the community. Each member volunteers for a specific “job” on the committee such as data collection, staff and parent communication, snack organizing, note-taking, and activities coordination. Team members demonstrate great compassion and interest in the health and wellness of the Ridgeview community.

SWINK ELEMENTARY SCHOOL » SWINK 33

Administrative support is evident at Swink Elementary School. The district superintendent and school board enthusiastically advocated for inclusion of health and wellness goals in the Unified Improvement Plan (UIP). Knowing that more values are “caught” than “taught,” they encourage staff to make healthy choices as well as modeling healthy behavior themselves. As often as possible, they join students during Walking Club. Administration is supportive of new initiatives such as “Food, Family and Fun” nights. They approve custodial support and staff time to oversee activities, and coordinate the Health and Wellness Club.



ANIMAS VALLEY ELEMENTARY SCHOOL » DURANGO 9-R

This school's health and wellness program blends all eight Coordinated School Health (CSH) components together to create a standardized, consistent, health system to educate and ensure life-long healthy habits for its youth. The school believes health and success in school are clearly connected, and that the primary mission of education can't be realized if students are not physically, mentally and socially "fit." Implementing the CSH components allows the school to engage in a balanced and comprehensive approach to wellness. A "Farm to School" grant from the US Department of Agriculture at the district-level increases school access to nutritious, locally grown food, enables purchases of local foods, and allows more control over food inventory and safety.

BEAR CANYON ELEMENTARY SCHOOL » DOUGLAS COUNTY Re-1

Bear Canyon focuses on implementation of policy change that dramatically impacts both the mindset and culture at the school. Grant money and community resources support the school's wellness infrastructure. In the future, Bear Canyon plans to invite health and wellness experts from the University of Colorado to speak with staff, students, and families. They will purchase a research-based curriculum for the entire school, such as "Body Works." The school's Healthy Schools Successful Students (HSSS) team will offer new and innovative programs such as "Staff Wellness Week," "Walk on Wednesdays (WOW)," and "Family Health Workshops."

BIG THOMPSON ELEMENTARY SCHOOL » THOMPSON R-2J

School teams at Big Thompson share members and work closely together to improve health and wellness at the school. For example, the Positive Behavioral Intervention and Supports (PBIS) and Wellness teams work together to improve the overall health and well-being of each student and staff member. The Counseling/PBIS program supports school connectedness, teaches social skills, and creates a safe environment that nurtures confidence and growth. The Wellness Team promotes a "100 Mile Club" and supports a multi-aged level atmosphere where students and staff encourage and acknowledge each other's accomplishments. The club has over 120 members (over 70% of the school's student population) and includes staff members and parents. Parent involvement and support are evident, and students see healthy lifestyles in action.

CAÑON CITY HIGH SCHOOL » CAÑON CITY SCHOOL DISTRICT FREMONT RE-1

The Cañon City school health team works to provide healthy opportunities for all students, and student interest and demand for Health Education classes is on the rise. The school district requires both a Physical Education (PE) and Health Education credit for graduation, and as a result, the PE program has two new, lifetime fitness units—archery and fly fishing. These new activities super-charge the enthusiasm of students, reaching many who are at risk for not developing the kind of fitness habits the school wants to encourage. Canyon City staff develops and expands curricula to include various lifetime fitness activities for students.



FOSSIL RIDGE HIGH SCHOOL » Poudre R-1

Fossil Ridge employs a part-time District nurse and a full-time Health Technician as part of its health services efforts. The technician compiles confidential health information and informs teachers about specific student health issues. Information is organized by teacher and shared at the beginning of the year to ensure student safety. The District offers Employee Assistance Services (EAS) for mental health counseling services to employees and household family members. All EAS services are free of charge to District employees and household family members.

FREMONT ELEMENTARY SCHOOL » FREMONT RE-2

The eight components of Coordinated School Health are evident in many places at Fremont Elementary, including healthier snacks at classroom parties, “Brain Breaks,” and “Caught Being Healthy” tickets. Fremont plans to include SPARK—a research-based science of exercise and the brain—into its Physical Education curriculum. The school incorporates the Colorado Active Learning Project into ten of its elementary classrooms funded by a grant from the Pueblo City-County Health department and the University of Texas School of Public Health Austin Regional Campus. Through these resources, the school teaches students the importance of living healthy and active lifestyles.

FRONTIER ELEMENTARY SCHOOL » ACADEMY 20

At Frontier, the eight Coordinated School Health component areas guide the school to create and implement physical activities and nutrition education, along with health and wellness information for staff, students, and community members. The school sponsors a “Healthy Schools Fair” featuring educational activities from all eight components. The full-day event actively engages students, staff, community partners, and parents to learn about the importance of health and wellness activities. Taste testing, an annual “Health Jam Day,” and a health fair for the school and community are other opportunities that engage students and staff in health and wellness.

HASKIN ELEMENTARY SCHOOL » CENTER 26 Jt

Haskin Elementary School believes in the connection between health and academic success. The school, its principals, a Health Advisory Committee, and a health coordinator implement practices at school that lead to measurable results. Curricula are either evidence-based or based on promising practices. Elementary health classes use “Life Skills,” “Protecting You/Protecting Me,” and “Get Real About Tobacco” to educate students. Haskin collects data from its students to ensure that efforts are making a difference. Pre- and post-testing on attitudes, skills, and behavior measure significant improvement in health and wellness. The school understands the importance of not just picking a program because “it feels good”—it wants it to work.



LONGFELLOW ELEMENTARY SCHOOL » SALIDA R-32

The Wellness Team at Longfellow Elementary is made up of community members, school nurses, teachers, the superintendent, the school counselor, the food service director and parents. The team works with school administrators, staff and community partners to integrate best practice strategies into the framework of the school's wellness approach. "Healthy Food Parties," the "Garden to Cafeteria Project," and "Brain Breaks" are just a few of the ways Longfellow integrates healthy habits into its curricula. Teachers keep wellness alive in the classroom with lessons on nutrition, physical activity, and hand washing. Staff "walk the talk" and eat salads from the school cafeteria and include movement in classroom activities.

MANITOU SPRINGS MIDDLE SCHOOL » MANITOU SPRINGS 14

This school works to sustain health and wellness efforts by consistently supporting the goals of its Coordinated School Health Team. The District's "Partners for Healthy Choices" network provides broad support to help maintain proven programs and encourage new initiatives. Manitou Spring's Wellness Team has two primary co-leaders and a variety of staff members (from the component areas of Coordinated School Health) that participate in meetings and planning. The result—successful and consistent Coordinated School Health efforts for over five years.

MANITOU SPRINGS ELEMENTARY SCHOOL » MANITOU SPRINGS 14

Staff wellness is a primary focus at Manitou because the school recognizes the need to keep staff healthy to do their best for students. Wellness includes physical and mental health. Kaiser Permanente offers incentive programs (e.g., "Maintain Not Gain" during the holidays and a pedometer program in the Spring) for staff participation. Different movement classes are available to staff including Zumba, strength training, basketball, and yoga. "Popcorn Fridays" build morale and camaraderie after a busy school week. The school plans to offer community-building lunches each month, with healthy food choices.

SALIDA MIDDLE SCHOOL » SALIDA R-32-J

Two full-time and on-site BSN-prepared nurses support health and wellness at Salida Middle School. Counseling staff are also on site full-time and provide peer mediation and restorative justice programming. A "Communities of Excellence" grant through Systems of Care supports co-location of services for counseling, training of students and staff in "Full Circle" and a community family advocate. Salida uses a student-led, peer mediators group to assist students in managing conflicts.



STETSON ELEMENTARY SCHOOL » FALCON 49

The Best Practices Guide for Healthy Schools guides Stetson's health and wellness efforts. In addition, the district Wellness Committee reviews and updates its wellness policy. Highly qualified staff teach health, physical education, nutrition, and provide health services. The school uses the Healthy School Champions Score Card to assess strengths and inform decisions for health effort improvements. A district wellness coordinator provides leadership and direction in implementing best practices.

SWALLOWS CHARTER ACADEMY » PUEBLO COUNTY RURAL 70

A Unified Improvement Plan (UIP) maps out a school-wide plan for content integration in the areas of writing and math. All "specials" teachers adopt writing in some fashion throughout all grade levels. For example, the Physical Education teachers, in collaboration with the English teacher, decide on specific areas of focus such as avoiding the use of pronouns at the beginning of a sentence, using complete sentences for short answer questions, and the recognition of the differences among homophones. The Academy encourages growth and improvement using a reward system that includes a school-wide winter activity day and/or spring activity day.

UTE PASS ELEMENTARY SCHOOL » MANITOU SPRINGS 14

After evaluating the results of the Score Card, Ute Pass Elementary School developed several School Health Improvement Plans (SHIPs). Even in areas where the school scored well, strategies are planned to help better meet the needs of students. Physical activity SHIPs include before and after school programs, such as "Walking School Bus," volleyball, "Cliffhangers," and yoga. New programs include "Girls on the Run" and "Bike to School." Many parents volunteer to help lead, or participate in, programs.

WASHINGTON ELEMENTARY SCHOOL » CAÑON CITY SCHOOL DISTRICT FREMONT RE-1

The culture of Washington Elementary is based on the "Leader in Me" philosophy that promotes "sharpening the saw" and taking care of body, mind and spirit. The school's Parent Teacher Organization (PTO) supports a healthy culture by organizing a "Healthy Fun Run" event that raises donations for the school. There is a positive cultural environment of high expectations and mutual respect among staff. Washington's administrator encourages and promotes staff wellness and participates in staff challenges.

WELLINGTON MIDDLE SCHOOL » POUDBRE R-1

Wellington Middle School's wellness team (comprised of teachers, the school counselor, and community members) uses data in Physical Education (PE) classes to measure student physical health levels and to help them write personal SMART (Specific, Measurable, Achievable, Realistic and Time-phased) goals. Health Education students are assessed on knowledge of a healthy diet and write individual SMART goals for healthy eating. Measurements are taken throughout a semester to help monitor student progress towards health and wellness goals. Staff also develop personal goals, bringing everyone together in a healthy way to look at overall school goals and improvement plans.

PATTERNS OF PARTICIPATION

During the 2013-14 Healthy School Champions (HSC) Score Card recognition process, the following patterns of participation were seen:

- A total of 216 schools registered with the HSC database, up from 105 in the previous year
- The number of participating districts declined by 5 percent
- The number of participating schools increased by over 100 percent
- Among all participating schools, 62 percent were new to the HSC recognition program

TYPES OF SCHOOLS

- During all four years of HSC Score Card recognition, a majority of participating schools (61 percent in 2013-14) have been elementary schools
- In the 2013-14 school year, all schools participating in the HSC Score Card enrolled a total of 113,000 students

SCORING SUMMARY

- Out of a possible score of 100 percent, actual scores ranged from a high of 100 percent to a low of 5 percent
- Of the schools that created a total score, the average score was 68.5 percent
- Coordinated School Health component areas with the highest scores were School Environment, Counseling and Health Services
- Coordinated School Health component areas with the lowest scores were Health Education, Nutrition and Community/Family/Student Involvement



RECOGNIZING THE HEALTH OF COLORADO SCHOOLS