

2016 **HEALTHY  
SCHOOL  
CHAMPIONS**





# 2016 HEALTHY SCHOOL CHAMPIONS

*This year's platinum award recipient, Lake County Intermediate School (LCIS), was a \$300 winner in 2015. With support from its administrators and wellness team, a measurable cultural shift in health and wellness was realized. Congratulations to LCIS, and to all of the 2016 Healthy School Champions, who have taken significant steps to make Colorado schools some of the healthiest in the nation.*



## ABOUT HEALTHY SCHOOL CHAMPIONS RECOGNITION

Each year, Healthy School Champions recognizes Colorado schools for their success at creating a healthy school environment and implementing effective school health efforts. These award winning schools have excelled at creating health and wellness programs that support student learning.

Healthy School Champions is now in its seventh year and has awarded more than \$250,000 in awards to Colorado schools. With the support of The Colorado Health Foundation, schools have received awards ranging from \$300 to \$7,500 per school. In 2016, Lake County Intermediate School is recognized with the Platinum Governor's Award for School Health and Wellness for successfully integrating best practices in health into the school day.

**2016 GOVERNOR'S AWARD FOR  
SCHOOL HEALTH & WELLNESS**

**\$**  
**7,500**  
**PLATINUM AWARD**







# Lake County Intermediate School

Lake County R-1

For a second year, the Platinum Governor’s Award for School Health and Wellness recognizes the top Colorado school that is implementing best practices to support health and wellness for students and staff. This year’s winner of the Platinum Governor’s Award is Lake County Intermediate School (LCIS) in Leadville, Colorado.

LCIS does many things right — for example, using best practices and data purposefully, and listening to the student voice. The school is proactive and innovative with a focus on the whole child, embeds a sustainability perspective into all its efforts, and monitors for continuous improvement.

## Connecting Health and Learning

LCIS makes many intentional connections to make sure that the ten component areas of the Whole School, Whole Community, Whole Child (WSCC) model translate into tangible practices. Here are a few examples:

- The Board of Education’s mission now includes educating the whole child.
- A coalition of teachers and wellness team members changed a school procedure around food portion sizes to reduce unhealthy foods eaten at lunch or snack times.
- LCIS added a daily 15-minute recess into the schedule, has mandatory movement breaks every 20-30 minutes during the school day, and has lengthened physical education class.
- Health and wellness is a core part of the instructional model at LCIS. There are active learning protocols and social-emotional learning is embedded in the school’s Expeditionary Learning CREW curriculum.
- Lake County School District opened a School Based Health Center that offers medical, behavioral health, and oral health services to students, staff, and families.
- A new playground was built and a System for Observing Play and Leisure Activity in Youth (SOPLAY) evaluation indicated 22% of children changed behavior from sedentary to active during recess (50% to 72%).
- LCIS hosts the district’s bilingual Family Liaison. School registration features information stations from community partners who can help families with various health services.
- Staff have access to a fitness center, an incentivized weight management program, \$2 salad bar lunches, and a free phone consultation service with a physician.



*“There are exciting opportunities moving forward in the near future. Being an Expeditionary Learning District, we are continuously exploring new ways to inspire learning by breaking down barriers. We believe physically healthy youth will be mentally healthy youth and we want to instill and exemplify healthy lifestyle choices for our students.”*

*– Stephanie Gallegos, Principal*

## Engaging Students, Families, and the Community

One example of how LCIS connects with the community can be seen in its project to build a new playground. As a first step, the school convened a playground steering committee comprised of community members, parents, and teachers. Decisions were informed by parent and student focus groups, surveys, and feedback gathered at numerous community and school events. Students helped to select equipment, and teachers monitored safety issues and reviewed the playground design using their knowledge gained from recess duty. All stakeholders participated in fundraising, including grant writing, contacting private foundations, and collecting pennies in the classroom.





### ENGAGING STUDENTS, FAMILIES, AND THE COMMUNITY, CONTINUED

Student-led health efforts at LCIS can be seen in all aspects of the work they do. For example, students identified a need for, and run, the school's compost program. Students in grades four to six supervise the "tray to compost" process in the cafeteria, and are responsible for operating the outdoor tubs that process the compost. This effort is an example of Expeditionary Learning (EL) at its best, including integration of health-related concepts into curricula.

It is very important to school staff that parents feel welcome in the school. In order to create a welcoming environment, front office staff contacted a local furniture company asking for donations to create a comfortable waiting area, including hot beverages, comfy chairs and a couch. LCIS also added two bilingual front office staff to meet the needs of its Spanish-speaking parents. Knowing that environment influences behavior, the school hopes this welcoming environment will lead to increased parent involvement.

Parents and community members who volunteer on the school's Health & Wellness Committee are advocates for healthy schools. Additionally, they are active participants in the design of the school's Unified Improvement Plan (UIP) each year, and help bring the community's values to the school's mission.

### Creating a Healthy School Culture

LCIS's commitment to an EL curriculum challenges it to dig deeper for ways it can serve the whole child. Health and Wellness is one of the core practices of EL, and builds a school-wide commitment to activities that support all students. Classroom protocols are implemented every day in order to keep students active and engaged. The school has a CREW class to create community and provide social/emotional learning opportunities. CREW is a "school family" for students, giving them a safe space to be themselves and to build healthy habits through the principles of perseverance, compassion, craftsmanship, respect, responsibility, curiosity, and collaboration.

As a result of LCIS's commitment to healthy school efforts, a culture shift has occurred. Detentions have reduced dramatically and student engagement has increased. According to their TELL Survey data, staff are seeing the change as well. There was an increase from 43% in 2013 to 76% in 2015 of teachers responding positively to the question asking whether the school has a "culture of trust." *"When we started to see what was possible it really influenced district leaders and set the tone for the entire district."* — Megan Leirfallom, Physical Education Teacher







## CENTER HIGH SCHOOL CENTER 26 JT

### Connecting Health and Learning

One of Center School District’s core values is, “We believe that with our support all children can achieve at high levels and be successful in life.” The district recognizes that learning and health are related to success in life, and unless the district addresses health needs, academic progress will suffer. Likewise, as students perform better academically, they typically make better health choices. A District Health Advisory Committee (DHAC) uses the WSCC approach and includes representatives from all component areas to ensure coordinated and comprehensive best practices. Here are some examples of how Center High School (CHS) is making the connection between health and learning:

- Nutrition standards exceed Smart Snacks guidelines, including food sold in vending machines and at fundraisers. The school requires healthy options at all events, and soda/energy drinks are prohibited.
- All Physical Education teachers are trained in the Colorado Comprehensive Health & Physical Education standards. Teachers submit lesson plans aligned to standards, and objectives are posted daily.
- A full credit of health is required for graduation, and the school’s health teacher is trained in the health education standards. The class is skill-based in accordance with national standards.
- A full-time nurse addresses chronic and acute health issues, screening, and supports health education for students and staff.
- A full-time school counselor and a behavioral health counselor are available daily.
- School climate is addressed through a student-led group that hosts positive social-norming campaigns.
- A robust staff wellness program includes after-school physical activity clubs and events, staff health screenings, flu shots, first aid training, counseling, weekly massages, health education, and a Weight Watcher’s group.

### Engaging Students, Families, and the Community

Students are involved in every level of health and wellness programming — including policymaking, decision-making, and program implementation. Parents review data, help select and review curricula, and assist in creating and implementing policies and UIP goals and strategies. Community partners include numerous local government and private agencies.

Center High School, continued

### Creating a Healthy School Culture

Center School District’s vision is, “To develop independent, self-directed, self-motivated, adventurous, risk-taking, experiential learners armed with the skills necessary to meet the challenges they will face in the 21<sup>st</sup> Century.” This vision is operationalized in the district’s mission that students “have a good sense as to how to balance their work life with their personal life and leisure time in a healthy and positive fashion.” The District believes that health and wellness skills are critical to lifelong success, and uses environmental strategies to promote skill development and use.

UIP strategies are aligned to district goals and needs, and are informed by local data. By including a health and wellness goal in the UIP, health initiatives are elevated to the same level of importance as reading, writing, and math goals in the UIP. The UIP goal guides the work of the DHAC as it strives to engage the entire school community in healthy school efforts.



## FRASER VALLEY ELEMENTARY SCHOOL EAST GRAND 2

### Connecting Health and Learning

Fraser Valley Elementary School (FVE) believes a comprehensive approach to healthy and safe school environments is important. The school’s UIP provides a framework for all whole child efforts. Key stakeholders are involved in developing and implementing systems that promote a positive school culture. Data drives decisions and informs efforts around the culture and climate at FVE. Here are some examples of ways FVE is working to improve the health/learning connection:

- FVE collaborates with its nutrition director to transform nutrition practices such as using wholegrain products, healthy menus, scratch cooking, and attractive presentations.
- Students receive a student-centered standards based physical education program where lessons purposefully lead them toward achievement of Colorado grade level outcomes.



- Teachers provide frequent, strategic brain breaks. Students can also check out physical education equipment to take home.
- Health education instruction is aligned to state standards, with a focus on skill development and integrated lessons in Physical Education, Science, Math, and Literacy.
- Health Services plays an integral role in the school’s whole child model of health and wellness. A school nurse addresses the daily health needs of students, and collaborates with classroom teachers to deliver health education.
- Counseling services staff increased by 100% in the current school year, thereby allowing the behavioral health needs of students to be met.
- A UIP is the framework for all efforts surrounding the whole child.
- Community members and families are engaged as evidenced by 98% participation in school functions.

**Engaging Students, Families, and the Community**

FVE believes it is important to listen to the voice of students, so it established a Student Health Team. The team is comprised of fourth and fifth graders, meets twice a month, and identifies and prioritizes issues needing attention at the school. In the last year, parents and grandparents have turned out in record numbers to help make FVE a healthy school — volunteers maintain a memorial garden, assist in classrooms, participate on the school’s health team, and contribute to a strong and active Parent Advisory Committee. FVE collaborates with a local community recreation department that sits on the school health team and offers after-school programs, as well as help in organizing activities like skiing, hiking, bike rides, and arts-and-crafts.

**Creating a Healthy School Culture**

Health and wellness are foundational in FVE’s policies, environment, and systems, as evidenced through its UIP goal, allocation of school space to dedicated health areas, and community partnerships. The UIP includes a major improvement strategy, *“To Improve the Health and Wellness of Fraser Staff and Students.”* It is clear that the driving force behind the school’s health committee is its UIP goal. Principal James Chamberlin, PhD, sums up the cultural focus by sharing, *“It is my job to ensure each student 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 he or she 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.”*







## HASKIN ELEMENTARY SCHOOL CENTER 26 JT

### The Health Advisory Committee

A Health Advisory Committee (HAC) supports the entire district, and is aligned to the WSCC model. Since its inception, this group has created policies, developed and implemented a UIP goal with School Health Improvement Plans (SHIPs) to reach that goal, and implemented various strategies to address school health. A large committee meets bi-monthly and consists of 35-38 active members, each signing Memoranda of Understanding (MOUs) stating their role and commitment as well as the HAC norms. HAC members include physical education teachers, health teachers, administrators, counselors, the cafeteria supervisor, the safety director, the technology director, the school nurse, the homeless liaison, public health, local law enforcement, dental clinic staff, mental health, parents, and students.

### Creating a Healthy School Culture

Haskin Elementary School has integrated wellness in a way that creates a strong foundation for its students. Students are eating healthier — they eat a daily healthy snack, fruits and vegetables, and a scratch cooked meal for lunch. Last year the district completed the Community Eligibility Provision application so all students receive free lunches in an effort to increase meal consumption. At the elementary level, breakfast consumption rates increased from a monthly average of 27% in 2014 to 57% in 2015. Lunch consumption increased from 54% to 79%.

The key to the systematic integration of health into the school climate, policies, and environment is the support of administration. Wellness policies don't "sit on a shelf" but are actively implemented because of administrator support. In just three short years, administrators have taken Haskin Elementary from a school that focused solely on academic content, to a school that has embraced health and wellness initiatives. The results have translated to increased academic gains as Haskin Elementary students are growing in the top 5% of all students in Colorado according to CDE's growth model.

## SKOGLUND MIDDLE SCHOOL CENTER 26 JT

### Using Data to Inform Decisions

Skoglund Middle School has administered the Healthy Kids Colorado Survey (HKCS) annually since 2005. This data provides a long-range view of how health and wellness programming has changed the school's climate and student behaviors. A separate climate survey is also administered bi-annually. The school's nurse collects data on the rates of asthma, obesity, diabetes, and other health issues. Health and physical education classes do pre- and post-tests, collect daily formative assessments, and administer quarterly assessments to monitor student mastery of objectives tied to standards. County data is collected through local public health and state public health databases.

All data is reviewed and analyzed by Skoglund Middle School's health coordinator. In an effort to not only monitor data, but to analyze it and link it specifically to school work, a statistical regression analysis is completed on the HKCS data collected over time. HAC information is shared with a district accountability committee, the school board, school staff, parents, and students using a variety of formats. This data is then used to drive programmatic and policy decisions to ensure student needs are met, from the curricula taught to meals served.

### Creating a Healthy School Culture

Over the past few years, Skoglund Middle School has worked to create an identity separate from the high school. An important part of this process has been the identification of specific health needs of the middle school. And, because what is good for one group is typically good for all, positive changes were instituted at all schools in the district. Changes included moving recess before lunch for both the middle and high school, creating an intramural program for both school levels, stocking vending machines with healthy options for grades K-12, and offering a grab-and-go breakfast for both the middle and high school. Additionally, movement in the classroom was emphasized, and teachers took on the role of advocating for peers to use the wellness programs. Because of this work, Skoglund Middle School has become a leader for health in the district.





## **SOUTH ROUTT SCHOOL DISTRICT RE 3**

### **Connecting Health and Learning**

A District Health Advisory Committee (DHAC) facilitates collaboration between the district and stakeholders on issues that impact the health and the future success of students, families, and the community. A team approach is used to examine research-based evidence linking health and learning, review data to guide recommendations for programmatic and policy changes, leverage resources to help fund efforts, and create a flow of information between the district, community partners, the school board and parents.

The DHAC, comprised of parents, staff, students and community members, has created a mission statement, a vision statement, and operating agreements. The committee makes recommendations to administrators and the Board of Education (BOE) on policy, practice and process matters that relate to school health. This representative group provides a variety of viewpoints, skill sets and experience levels from schools, families, and the greater community. The BOE takes the work of the DHAC seriously. In fact, a line item for health and wellness was approved in the board's budget and increased from \$400 last year to \$3,000 this year.

### **Creating a Healthy School Culture**

The South Routt School District core beliefs include "Respect, Accountability, Motivation and Safety." Health and wellness activities are shared with staff, students, parents, and the community through meeting updates, school announcements, written letters, newspaper articles, emails, a district website, and social media.

This district uses non-cognitive data to identify student need. For instance, HKCS and resiliency assessments indicated a prevalence of student depression and poor resilience skills. The data was then used to drive programmatic and policy changes. For instance, secondary principals focus on improving school climate to ensure students are safe, supported and appropriately challenged. K-7 principals have shown a commitment by maintaining daily PE. Anecdotally South Routt is seeing the difference, as increased services and supports provided to families have resulted in a decline in discipline issues.







## LAKE COUNTY HIGH SCHOOL LAKE COUNTY R-1



Administration at Lake County High School (LCHS) has been instrumental in the success of health and wellness programs such as the School Based Health Center (SBHC). Administrative representatives serve on the School Health Advisory Council and the SBHC Executive Committee.

The Assistant Principal serves on the district's Diversity and Inclusivity Team, and leads relational trust work with staff. They have welcomed positive youth development as the best way to drive change in the school. LCHS's social worker executes the administration's vision of a school discipline model that uses alternative methods to best support students. Here are additional examples of administrator support for health and wellness:

- Letting go of classroom space to make room for the SBHC
- Communication to staff that students are free to access the SBHC or school social worker during class time, and that health services are priorities in student success
- Attendance at the School Health Advisory Celebration
- Development of an alternative classroom based on student feedback



## PLACE BRIDGE ACADEMY DENVER COUNTY 1

The establishment of health and wellness as a UIP Major Improvement Strategy has publicly established the commitment of Place Bridge Academy. This has garnered attention and support from other individuals and departments within the entire Denver Public School (DPS) system.

DPS launched an initiative to increase awareness and support of the whole child throughout the district. Place Bridge Academy is recognized as a whole child resource for other administrators and schools within the district. This support helps to sustain the school's efforts by increasing administrative and institutional resources.

After an intensive process, Place Bridge has earned "Innovation Status"— meaning the school has established itself as a specific educational identity within DPS and Colorado. The focus of the school's Innovation Plan includes specific protocols for curriculum, assessment, and professional development in order to support the education of its unique student population. The plan also includes specific procedures for addressing the health and wellness needs of students and families. These efforts will be institutionalized for as long as the school exists.

## SAND CREEK ELEMENTARY SCHOOL HARRISON 2



Health and wellness is the foundation of Sand Creek Elementary — health and wellness initiatives are written into its policies and mission statement, and are incorporated into staff development, after school activities, and classrooms. Healthy initiatives are communicated through the school's fundraising activities and social media. They have created a strategic, multi-year approach with year one focused on physical activity, year two on nutrition and year three on socio-emotional health and wellness. They have also seen academic growth and for the first time in four years, state assessment scores resulted in students being at or above the state average.

Sand Creek also believes in empowering student voice. Students created a video to introduce and explain the new healthy snacks policy to students, families and staff. Not one parent concern was received.





**\$**  
**500**  
**EXCELLENCE AWARD**





## ACADEMY 360 DENVER COUNTY 1

Academy 360 made a strategic, mission-aligned decision to hire a school principal with a background in School Psychology knowing that experience would help champion the efforts of the school wellness team. The principal, a former Charter Partner within DPS's Office of Social Emotional Learning, has a mission to maintain the strong healthy eating active living (HEAL) efforts and increase the social emotional climate of the school. The new principal brought the Random Acts of Kindness curriculum to the school, which is used daily during "Morning Circle" blocks, and created a discipline system grounded in "Restorative Approaches." In addition, one professional development session per month is focused on staff wellness.



## BEATTIE ELEMENTARY SCHOOL POUDRE R-1

*"The wellness team at Beattie does an amazing job all year long to encourage my kids to be active and to teach them about healthy choices. I am a firm believer that kids who are given more opportunity for physical activity throughout their school day reap numerous benefits in the classroom — for this I am truly grateful to the wellness team. This team contributes so much to a positive experience at school for our girls and works hard to provide all the students at Beattie with a healthy and active outlook on life. Beattie is truly a school focused on wellness!"*

– Kimberlee Wilcox, Parent



## CHERRY VALLEY ELEMENTARY SCHOOL DOUGLAS COUNTY RE 1

Cherry Valley Elementary has made continued growth in incorporating best practices into each of the component areas of school health. The school is embracing the approach of a WSCC model. Its wellness team consists of the principal, a staff member, a parent, and nine student members from the Student Led Health Team (SLHT). In addition to all of the accomplishments and changes the SLHT made last year, they have initiated even more changes this year including a birthday box. Students are encouraged to take advantage of an extra class recess instead of bringing in a birthday treat.

The school's vision statement states, "A place where all students are known and cherished, and a love of learning is fostered in a wholesome environment. Our staff is committed to doing what we can to be sure every child that enters our building feels safe, respected, known and cherished."

## COLUMBINE ELEMENTARY SCHOOL WOODLAND PARK RE-2

The Columbine Elementary School family has one focus — to cultivate children's love of learning and innate desire to grow in their relationships with one another and become productive, contributing members of their community. The school offers its best to better the world, and become a part of the generative process of life. With this vision in mind, staff naturally incorporate the components of health into their classroom. They are very proud of their accomplishments for creating a positive learning environment for the whole child that is evident in the day to day life of Columbine Elementary.



## FREMONT ELEMENTARY SCHOOL FREMONT RE-2

At Fremont Elementary School (FES), the role of the Health and Wellness Committee is to promote and support the needs of the whole child — to feel and be safe, to be nourished and physically active, to be educated, to have a sense of belonging, and to feel loved. The committee fulfills this role by sponsoring various programs and events at FES. For example, the committee has sponsored the "Caught You Being Healthy" program for the last three years. This program provides an incentive for students to make healthy choices at lunch and snack times. Students are tracked by the building's health technician, and prizes are funded through Health and Wellness Committee fundraisers.



## GRANBY ELEMENTARY SCHOOL EAST GRAND 2

*"I think that one of the most noticeable changes at my school would be the improvement in our school lunches. For the past several years, no one has eaten the lunches and food is wasted. This year was different though. We could all tell a change had occurred on the first day. The food is healthy yet geared towards the children at GES. Kids are trying the food that they never would before and sometimes we get free samples to try new things! A fun way to get active during the long school day are brain breaks. Brain Breaks get us up and moving after sitting for a while. I think brain breaks are a great way to get active and have fun, keeping my body and mind energized!"*

– Aida Hester, Student







## INDIAN PEAKS CHARTER SCHOOL EAST GRAND 2

*“To go above and beyond” is a common statement at Indian Peaks Charter School. This year alone, teachers and students raised money, supplies, and clothing for people of Nepal and the Dominican Republic, the Leukemia and Lymphoma Society, Search and Rescue, and the American Heart Association. Teachers have permission to miss school in order to assist global situations, including orphans in the Dominican Republic or rebuilding schools in Nepal. Teachers share their experiences with the school community about their direct impact on citizens around the world. This helps students connect to the global community and become more engaged with their learnings.*



## LINCOLN ELEMENTARY SCHOOL THOMPSON R2-J

*“Lincoln Elementary School believes in lots of movement breaks throughout the school day to help children thrive and we have seen the difference. We have incorporated fit sticks into our daily routines and teachers use online resources such as “gonoodle” to get our kids up and moving between lessons. These quick transitional movement breaks are fun for students and teachers and are a necessary relief from sitting and focusing on one thing for too long. We also have our counselor schedule more specific movement break times for students who need more opportunities to move and take a break throughout the day.”*

– Sara Johnson, Teacher



## LINCOLN SCHOOL OF SCIENCE AND TECHNOLOGY CAÑON CITY RE-1

Lincoln School of Science and Technology provides health services through a certified nurse. Students receive annual screenings for vision, hearing, weight and dental. Plans are kept for students with health issues and provided to caregivers and parents. A school psychologist assists with behavioral and emotional health of students.

Once a week, 20 minutes of PE class is dedicated to health education, with a focus on leading a healthy lifestyle. The health education curriculum is based on the Comprehensive Health Education and Physical Education State Standards and is taught by certified teachers.

## MANITOU SPRINGS ELEMENTARY SCHOOL MANITOU SPRINGS 14

*“Manitou Springs Elementary School has always focused on the whole healthy child, from a broad variety of integrated academic subjects and movement-based learning opportunities to an ongoing focus on daily recess, full PE rotations, outdoor learning zones, and opportunities to learn about and enjoy good nutrition. With the addition of a staff focus on wellness via the Healthy School Champions support of our wellness committee, these whole child opportunities have been bolstered and focused around more researched-based and rigorous themes.”*

– Russ Vogel, Principal



## MANITOU SPRINGS HIGH SCHOOL MANITOU SPRINGS 14

Community collaboration is strong in Manitou Springs 14 school district. Superintendent Ed Longfield says, *“One of the things I’m most proud of is the spirit of innovation. We have really taken deliberate steps to empower people at every level to do what they believe really make a change for kids.”* The high schools has added ballet, swimming, intern opportunities based on student interest, an after school rock-climbing club, among others. The administration sits on the district-level team, “Partner’s for Health Choices,” which also includes district level administrators, nutritional services, nurses, and community stakeholders (such as the local library, local businesses and non-profits, the arts center and theater, the recreation center, local public health, and city representatives) and they inform school- and district-level health and wellness decisions and finances.



## MANITOU SPRINGS MIDDLE SCHOOL MANITOU SPRINGS 14

Manitou Springs Middle School (MSMS) sustains healthy school efforts in a variety of ways. Ultimately, healthy school efforts have been woven into the school’s culture. For them, it’s as simple as saying *“it’s just what we do.”* For over five years, coordinated school health vocabulary and practices have been applied to the school’s vision of a positive school culture; therefore, staff and students expect certain health efforts to be included each school year.

Teachers, parents, students, and the community of Manitou Springs are wholeheartedly committed to a culture and environment of wellness. MSMS practices the ten components of the WSCC approach in a variety of ways.







## MERINO JUNIOR SENIOR HIGH SCHOOL

BUFFALO RE-4J

At Merino Junior Senior High School, authentic youth engagement is key. Fifteen high school students direct the district wellness team with guidance from the Family and Consumer Sciences teacher. The high school principal and district superintendent are champions of wellness and serve in advisory positions on the wellness committee. Merino has seen referrals and discipline issues decrease dramatically from an average of 70-75 referrals in 2007 to 10 this school year. *"It is so important to understand how truly hard the students are working. They are shifting an entire culture and changing the community."* - Ann Archuleta, Elementary Principal



## MOUNTAIN VALLEY SENIOR HIGH SCHOOL

MOUNTAIN VALLEY RE 1

At Mountain Valley Senior High School, healthy school efforts have truly been institutionalized across all grade levels through professional development and school-wide efforts such as providing a healthy salad bar, breakfast for all after the bell, and student-led energizing brain breaks. More than ever, the students are bringing water bottles to school instead of soda, and parents are providing more healthy snacks for celebrations. The Healthy School Champions banner the school earned last year has stimulated many discussions about ways the school and community can continue to build a culture of health throughout the Saguache community.



## NEW LEGACY CHARTER HIGH SCHOOL

CHARTER SCHOOL INSTITUTE

*"Prior to the school opening last fall, a Health and Wellness Committee was formed with input from nurses, nutritionists, physical therapists, school counselors, psychologists and physicians. A Health and Wellness Logic Model for the school was developed focusing on the goals of Health Care, Health Education, Social/Emotional and Mental Health. All of the work was grounded in being aware of the unique health and developmental needs of teen parents and their children. When the school opened this year it included a carefully selected, comprehensive health education curriculum that is required of every student. Included in the required parenting curriculum are units on health, nutrition and fitness that will additionally promote each student's ability to be the best advocates for not only their own health but also their children's health."*

- Anne Burris, Community Member

## PAGOSA SPRINGS ELEMENTARY SCHOOL

ARCHULETA COUNTY 50 JT

In the spring of 2014, Pagosa Springs Elementary School staff identified daily fitness and social/emotional advisory time as the top two goals for its schedule and staff redesign. A parent and staff survey was used to prioritize action steps to better serve the health and wellness of students and staff. An advisory period was implemented and the new schedule reflects a commitment to all children receiving fitness instruction. Integration of healthy school efforts begins with the school's Strategic Framework and UIP which provides direction to support the whole child.



## PATTERSON INTERNATIONAL SCHOOL

JEFFERSON COUNTY R-1

The principal at Patterson International School participates on the Healthy School's team and the DHAC. She supported adding brain breaks into the school's master schedule. Two students share their perspective on this healthy change: *"A long time ago, in kindergarten we did not exercise and we would stay inside and do our work but now we exercise to learn. In my class and in most classes we read and play outside. We have brain breaks every hour. Brain breaks are when we exercise or dance after we have worked on our work for a while so we can get our heart pumping faster and work harder. We work and have fun at school, it's great."*

- Mya Bencivenga and Celeste Landa, Students



## UTE PASS ELEMENTARY SCHOOL

MANITOU SPRINGS 14

Ute Pass Elementary School's wellness team, H.E.A.R.T., advocates for best practices that support student learning to be used throughout the school. School staff are credentialed in the areas they teach and continually receive trainings in their content areas. At weekly team meetings staff discuss current units, analyze data regarding individual needs, and integrate health concepts into all aspects of the curriculum. Teachers understand the importance of healthy choices to student learning. Therefore, all staff encourage healthy snacks for parties, utilize brain breaks, and exemplify healthy lifestyle choices. Partners for Healthy Choices (PHC) organizes many fun, interactive challenges to promote physical activity to all staff, including Zumba, Yoga, X-fit classes, punch passes at the local pool, and even cooking classes.







## WESTPARK ELEMENTARY SCHOOL LAKE COUNTY R-1

Westpark Elementary School decided to prioritize nutrition and physical activity in its School Health Improvement Plans due to the high rates of overweight residents of Lake County (71%), along with data from the School Health Index, Healthy Schools Smart Source (Smart Source), and Lake County Public Health Improvement Plan. Creating awareness of the risk factors of poor nutrition and low physical activity with the school staff and district administration highlighted the importance of early intervention. Initiatives include scratch cooking in the cafeteria, fresh fruit and veggie snacks, movement breaks, and breakfast in the classroom.



## WOODMEN HILLS ELEMENTARY SCHOOL FALCON 49

The Woodmen Hills Elementary School Health Committee's mission is, *"To improve the health of students, staff and community to increase academic achievement."* Its wellness committee includes staff from each grade level (including Special Education, Health Services, Physical Education, Counseling, and Nutrition Services), building management, administration, the district health coordinator, parents and students. The roles and responsibilities of the committee include joint planning, problem solving, and decision making for all health-related objectives. They have several School Health Improvement Plans (SHIPs) with specific, measurable goals.







## **CAÑON EXPLORATORY SCHOOL** CAÑON CITY RE-1

Cañon Exploratory School's students have the opportunity to visit their cafeteria to learn about food safety and healthy food preparation, which follows guidelines set by the new USDA Meal Patterns. The school's upper grades took a field trip to the local convenience store to study food labels and determine healthier snack choices in a real world environment that is rich in "poor" choices.

## **CARBONDALE COMMUNITY CHARTER SCHOOL** ROARING FORK RE-1

Healthy school efforts are integrated into Carbondale Community Charter School every day. Each week is started with an all-school mindfulness moment. This moment enables everyone to come together and think about incorporating kindness, attention, and compassion into the week. Mindfulness is being incorporated into the daily schedule.

## **CHINOOK TRAIL ELEMENTARY SCHOOL** ACADEMY 20

Chinook Trail Elementary School offers students opportunities to join multiple clubs including Cross Country, Sports, and Dance. This year, the Dance Club had 150 students spending their time before school being physically active. For the emotional safety of students, school staff received social and emotional intelligence training and ways to create a positive and healthy school culture.

## **DUNSTAN MIDDLE SCHOOL** JEFFERSON COUNTY R-1

Dunstan Middle School offers a variety of physical activities, and the integration of pedometers in physical education classes at the school has been a tremendous success. Students have the opportunity to compete for the weekly "Top 5 Moderate to Vigorous Physical Activity" results. Those in the Top 5 are prominently posted in the gym and hallways and are encouraged to take a picture to share with parents.



## **GATEWAY ELEMENTARY SCHOOL** WOODLAND PARK RE-2

Gateway Elementary School has implemented two new programs in accordance with guidance lessons taught by Gateway's counselor. The Buddy Bench was installed for children who are feeling lonely, providing the opportunity to find a new friend by having a seat. A large therapy bear is another addition that provides emotional support for students that are struggling and in need of comfort or a friend.

## **KENNETH P. MORRIS ELEMENTARY SCHOOL** YUMA 1

Family and community involvement is strong at Kenneth P. Morris Elementary School. Several events are held throughout the year to promote family, community, and student involvement. A Family Fun Fitness Night has been held twice a year for the last three years to encourage parents to be active with students.

## **MILLER MIDDLE SCHOOL** DURANGO 9-R

Miller Middle School staff is very active and participates in physically active tournaments and track events, and serves as club and sport coaches and chairs. They also take advantage of extensive trail systems and their pedestrian-friendly community for events and field trips. Durango School District provides its staff with discounted memberships to the community recreation center, free immunization clinics, and healthy living programs.

## **MOUNTAIN RIDGE MIDDLE SCHOOL** ACADEMY 20

Mountain Ridge Middle School actively promotes a safe school environment by ensuring a secure campus. All doors to the building are locked around the clock and visitors must present identification and be individually buzzed through the front entrance. Monthly fire drills are practiced, as well as lockdown and tornado drills to ensure all students and staff know and practice emergency procedures. The safety and security team from the district is available to respond to any needs and also makes rounds to observe the campus.

## **PEIFFER ELEMENTARY SCHOOL** JEFFERSON COUNTY R-1

Peiffer Elementary School faculty promote positive school health by identifying unique health needs of individual students. Fifteen percent of Peiffer's student body follows an individual Student Health Plan, or has medication in the school clinic. Office staff are well-versed in community resources such as food banks, low-cost health services, clothing, and other resources that encourage wellness and positive life choices.





**SHEPARDSON ELEMENTARY SCHOOL** POUDRE R-1

Wellness policies required in Shepardson Elementary School include a healthy beverage policy, a food of minimal nutritional value policy, a physical activity bill, and comprehensive health and physical education standards. The wellness committee regularly communicates its policies to teachers, parents, community, and students to support integration of wellness into the climate and culture of the school.

**SWALLOWS CHARTER ACADEMY** PUEBLO COUNTY 70

To foster stronger relationships between students and staff, Swallows Charter Academy’s Wellness Team encouraged activities and competitions available to all. To increase school spirit the school hosts annual student/staff volleyball, soccer, and basketball games. In addition, all K-12 teachers have “Fit Sticks” that are used to increase physical activity for students and help improve concentration.

**SWINK ELEMENTARY SCHOOL** SWINK 33

Small steps are leading to big gains at Swink Elementary School. The students are switching to healthier food and beverage choices due to the strong relationship to the high school and the leadership of the youth. The high school’s Health and Wellness Club did several “Rethink Your Drink” presentations over the past year to not only the elementary students, but the BOE, elementary school staff and high school staff during health class — this has led to a switch by many students and staff in their daily lifestyle choices.

**WASHINGTON ELEMENTARY SCHOOL** CAÑON CITY RE-1

Washington Elementary School has several programs that enable students, staff and parents to be healthy. During the school day, students have an opportunity to participate in recess and brain breaks. PE is worked into a weekly schedule. Students have access to a free healthy breakfast and a healthy fruit or vegetable snack. Students and staff can participate before or after school in the 100 Mile Club, giving them an opportunity to work toward the goal of running or walking at least 100 miles throughout the year.

**Recognition Award Trends**

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

**BETWEEN 2010 AND 2016**



**Moving Toward a Sustainable Culture of Learning & Health**

Colorado is making great strides in ensuring school health is foundational to the education system. We are defining the parameters of what constitutes a healthy school environment and enabling schools to measure their progress, drive decisions and allocate resources to meet student and staff needs. Using Healthy Schools Smart Source (Smart Source), schools can monitor evidence-based policies and practices that promote healthy school environments. Smart Source is Colorado’s tool for assessing school-wide health policies and practices. It replaces various tools to reduce the burden of duplicative data collection. The purpose is threefold: 1) provide actionable data to schools, 2) help schools identify their strengths and gaps in school health, and 3) increase the number of schools statewide assessing health policies and practices.

Through their success stories, this year’s winners highlight those factors that help to promote a culture of health by using best practice approaches, gaining support from school administrators, and recruiting school teams to create data-driven school improvement plans that involve families, students and community partners. The top winners have excelled at embedding healthy school policies and programs into their school systems and culture.

**Whole School, Whole Community, Whole Child**

Building on the tenets of the whole child approach to education, the WSCC model highlights the symbiotic relationship between learning and health. According to the Association for Supervision and Curriculum Development (ASCD), incorporating health into the school day offers untapped potential for raising academic achievement and improving learning. Colorado’s Healthy School Champions demonstrate the alignment of health into the mission of education and ultimately in supporting the cognitive, physical, social, and emotional development of students. We congratulate Colorado’s healthiest schools for their commitment to creating healthy school environments where students are healthy, safe, engaged, supported and challenged.



**HEALTHY  
SCHOOL  
CHAMPIONS**

**Recognizing Colorado's Healthiest Schools**