

**Student Wellness Policy Committee Meeting**  
**November 19, 2024: 4:00-5:30pm**  
**District 6 Service Center**

**1. Attendees**

- a. Danielle Belcher, Wellness Specialist
- b. Tammy Hermance, Elementary Curriculum Coordinator
- c. Kara Sample, Assistant Director of Nutrition Services
- d. Rachel Garcia, Farm to School Coordinator
- e. David Reyes, Family Center
- f. Johanna Bishop, Nutrition Education Specialist
- g. Jeri Jennings, Mom and DAC member
- h. Rachel Hurshman, Wellness Coordinator
- i. Mariah Westlie, Menu & Nutrition Specialist
- j. Delaney Leal, Community Wellness, Banner Health
- k. John Miller, PE Teacher at Maplewood Elementary
- l. Deb Heck, Lead School Counselor
- m. Ellie Dudley, School Wellness Program and INEP, CU Anschutz
- n. Anna Kingman, Community Health Supervisor, UCHealth
- o. Doran Azari, School Board Director
- p. Kathy Azari, Coordinator for Specials
- q. Ethan Villeda Trejo, SHAC, Student at Greeley West
- r. Johanna Bishop, Nutrition Education Specialist
- s. Danielle Bock, Director of Nutrition Services
- t. Courtney Luce, Lead Collaborator at Fred Tjardes
- u. Jamie Moreno, Sunrise Community Health
- v. Jen Clark, Coordinator of Health Services
- w. Olga Gonzalez, Weld County Health Department
- x. Alyssa Selvey, North Range Behavioral Health

**2. Overview of the first [wellness policy](#) goal**

- a. The district will provide a comprehensive learning environment to promote the development and practice of lifelong wellness behaviors

**3. Smart Source Results (2023-2024 school year): Wellness Policy Goal #1**

- a. Goal #1 Successes
  - i. Community Engagement
    - 1. D6 is 5-10% above the state average for schools that used communication methods with families about health programs and activities
  - ii. Equity

1. 100% of secondary and combined school levels reported having a culturally responsive health curriculum
- b. Goal #1 Areas for Improvement
  - i. Health Education
    1. The number of academic units of health education required for secondary students is .25 below the state average
  - ii. Nutrition Education
    1. Schools that provided opportunities for students to use the cafeteria to learn about nutrition education topics is below the state average
    2. Overall, this was very low across the state but is a potential area for innovation
4. **Student Health Advisory Council (SHAC) Update (Ethan Villeda Trejo, SHAC member)**
  - a. Ethan feels like his voice has been heard through participation in SHAC
  - b. Current project SHAC is working on:
    - i. SHAC developed nutrition education slides for fellow students that will be displayed on digital boards in school cafeterias. Ethan felt that students didn't know much about our school meals. SHAC also put together facts and information about our school meals for students to see
  - c. SHAC did a small survey amongst peers at West and found that the nutrition education slides helped provide more information and build confidence in consuming school lunch
  - d. SHAC also promoted mental health services by creating "spotlight" slides on mental health staff within the schools so students know who to talk to when needed
  - e. SHAC also loves to do a smoothie bike campaign and Ethan noted it is a great way to engage with lots of students. He noted that it helps students know that their physical and mental health matters
5. **Speaker #1 (Rachel Garcia, District 6 Farm to School Coordinator)**
  1. Farm to School looks different in each district. She then listed some things our Farm to School program does
  2. D6 has 10 outdoor school gardens, some of which may include a greenhouse, outdoor storage, raised beds, etc. Outdoor gardens fluctuate based on staff availability
    - a. For those schools without outside space, working to provide them with a tower garden. This is an indoor garden that grows with provided nutrients and light. They have distributed more garden

towers than we have outdoor school gardens, with 12 tower gardens added this year!

3. The farm to school program has done a lot of work at Maplewood Elementary including...
  - a. Purchasing outdoor supplies to help extend the growing season and increase capacity when garden space is limited
  - b. Purchasing gardening supplies for gardeners of all ages and sizes including small hand tools
  - c. Outdoor storage areas
  - d. First vermicomposting system (composting with worms)
4. They have also created a “mock grant” process to give students and staff grants to support their school gardens. They were able to give a \$1000 grant to one of our schools. They utilized these funds to purchase a tower garden and supplies that aligned with their STEM curriculum
  - a. Staffing capacity is a big limitation to help support all 10 gardens and 12 tower gardens. The farm to school program still wants to be the #1 resource for D6 staff in regard to garden learning
  - b. They currently have funds to support the functionality of gardens (repairs, supplies, curriculum, resources, guest speakers, etc.)
  - c. A current challenge is identifying the biggest need for staff/students to help allocate the funding in the best way. They are always looking for feedback on how to best support our students and staff
  - d. Students/staff can access seeds from the Seed Library at Centennial Gardens
  - e. In the garden to cafeteria program, students can harvest veggies from their school gardens and nutrition services will purchase the produce and the veggies they grew will be added to the salad bar. Students can enjoy the veggies they grew in their own garden!
    - i. For more information or to follow up, contact Rachel Garcia at [rgarcia29@greeleyschools.org](mailto:rgarcia29@greeleyschools.org)

**6. Speaker #2 (David Reyes, District 6 Assistant Director of the Family Center)**

- a. David works in many areas within the District, focusing on family partnerships and students in the McKinney-Vento program. One focus is helping support families that struggle with housing, immigration, language barriers, and students in foster Care.
- b. D6 currently has 975 students who experience homelessness. The family center works to connect students with resources including housing, clothing, and food. They utilize school gardens to teach students how to garden, provide food, and develop relationships with school staff to feel more connected.

- c. David is deeply grateful for the school [food pantries](#) in each school. The Family Advocates help with onsite support of the pantries to provide food for families. Families are able to come in and choose what they want to eat from the pantry.
  - i. Some Family Advocates will even take a cart of food from the pantry out to the pick up line and encourage families to take food.
- d. Family Advocates have expanded by working with community partners to provide even more nutrition resources. For example, one local church supported Maplewood Elementary by providing 20 whole chickens and 10 turkeys to families!
- e. David noted that food helps create a sense of connection and belonging. It feeds our families, but also helps build community for our families.

**7. Speaker #3 (Deagan Andrews, District 6 Director Secondary Leadership for Curriculum and Assessment)**

- a. Deagan focused on and wanted to highlight eighth grade curriculum
- b. One ELA lesson that focuses on the book [Omnivore's Dilemma](#) to help learn about our food systems and make responsible food choices.
- c. See the video describing the curriculum [here](#).

**8. Brain Energizer**

**9. Speaker #4 (Kathy Azari, District 6 Special Curriculum Coordinator)**

- a. Kathy is a retired band director and has a black belt in Tae Kwon Do!
- b. Her role as Specials Coordinator is to support physical education (P.E.), art, and music curriculum with resources and professional development. Kathy likes to take a holistic approach to child health and education in her role
- c. The district has a set P.E. curriculum, which includes lessons developed by our own P.E. teachers. P.E. instruction also includes safety, such as personal space. Physical movement is approached by age and development level for K-12.
- d. Art is promoted throughout the district and includes a student art show that occurs every year
- e. The Success Foundation raised money to purchase more instruments for students to use. Music builds students' confidence, self-esteem and belonging. These character development contributions are important to students' overall wellbeing, beyond specific area and subject matter content

**10. Speaker #5 (Tammy Hermance, District 6 Elementary Curriculum Coordinator)**

- a. Tammy supports literacy, science, and social studies elementary curriculum. The math coordinator is a separate position

- b. Elementary teachers teach all subjects together! All of their subjects overlap and integrate. Their classroom is like a family and teachers support their students beyond the curriculum. Teachers incorporate nutrition and wellness into many areas of students' days
- c. More teachers are spending time with students in the cafeteria. There is a valuable impact when teachers spend lunchtime with students. Lunch can be a time of role modeling and relationship building
- d. For the Elementary ELA curriculum, teachers do not have one particular book to follow, but they aim to teach "Habits of Character" to students. This teaches students to become effective learners, to be ethical people, and to contribute to making the world a better place
- e. Tammy noted that it helps to make connections to district partners and the community in order to make curriculum holistic in nature
  - i. Tammy mentioned to involve the Nutrition Education Specialist, Johanna Bishop, in vertical teaming that takes place every year. Tammy and Johanna will follow up later in the year.
- f. Kindergarteners also spend the second half of the year learning about trees. They learn about parts of trees and understanding living things. The second half of the curriculum is based on how to take care of trees. 2nd grade learns about birds and how to take care of them. Tammy noted these opportunities as examples to integrate wellness concepts into curriculum.

**11. Speaker #6 (Anna Kingman, UHealth Community Health Supervisor)**

- a. Uhealth has many school-based health programs, but she highlighted two specific ones that are related to health and nutrition curriculum.
- b. [Healthy Hearts and Minds](#) is a cardiovascular education and screening program, containing a version for elementary, middle school and high school students.
  - i. At the elementary level, UHealth visits in either 4th or 5th grade, when students are already learning about the cardiovascular system in school
  - ii. Middle school visits happen in 7th grade (if there is a health program)
  - iii. UHealth visits all of the high school programs at D6. The program works to empower students that they have control over their own heart health. Their interactive and engaging education is paired with a free biometric screening.
- c. About 50% of students that were educated also participated in the biometric screening. The screening tells students their height, weight, cholesterol and blood pressure. All of the results are instant. The goal is to

build positive interactions with healthcare professionals from an early age and to teach students that they can advocate for their health at the doctor's office

- d. Last year they did the program at 14 schools and in 86 classrooms. 91% of students learned/understood more about the cardiovascular system after the lesson
- e. They include nutrition information in the lesson while avoiding shame language. They attempt to empower students to understand how different foods impact their bodies, and that there is room for every food in the diet.
- f. The second program is the [UCHealth Family program](#). Referrals to this program are sent to students that are at an increased risk of heart disease based on data collected at the school screenings.
  - i. Parents/guardians have to opt in to be connected for future programming.
- g. The students' entire family is invited to a 5-week program to provide more education about nutrition and health. The program includes a grocery store tour to help provide nutrition education, budgeting and health information.
- h. The program is available in English and Spanish. It includes a family meal at the start of every session and includes child care
- i. UHealth follows up and monitors biometrics of participants for 1 year following participation in the program to see the long term effects of the program

## 12. Discussion Panel

- a. Questions for panel
  - i. Is Omnivore's Dilemma new to the secondary curriculum?
    - 1. Yes, this is the first year of implementation
  - ii. How can a classroom or school sign up for UCHealth Healthy Hearts & Minds?
    - 1. They already have a strong presence in Greeley high schools and they want to be more involved in middle and elementary schools. Anna is the main contact. Email her and she can provide more information.
    - 2. [Anna.Kingman@uhealth.org](mailto:Anna.Kingman@uhealth.org)
    - 3. The program contains two days of education, with each class lasting one hour. The third day is a screening setup and they pull students out for five minutes at a time to do screening. (The middle and high school program is only two days in length).
  - iii. Do our health curriculums align with [CO State Health Standards](#)?

1. Yes, they are meant to align with the CO Health Standards
- iv. Do students get health at every grade?
    1. It depends. There is an attempt to provide some health education at every grade, but each school is a bit different
    2. John is an elementary school P.E. teacher, and he is also responsible for teaching health. He has an additional certification to teach health
  - b. The Smart Source survey shows that our district is lower than the state average in family and community engagement. Do we have any ideas to improve family engagement in wellness activities?
    1. We could potentially do Culinary Classroom demos at Wellness nights to engage families in nutrition education
    2. Some schools do Health and Wellness nights where they intentionally highlight wellness to their families
    3. Elementary schools are really trying to have more family nights and invite families back into their schools after COVID. These nights help to increase participation in parent-teacher conferences and other events.
    4. Food pantries have been helpful to bring families into the school. Getting families physically into schools leads to more engagement and participation from families
    5. 21st Century schools are required to prove family engagement for continued funding, so schools are being strategic about including families in school events. These schools may be a good starting place for integrating more wellness into family events
    6. Greeley Central Catering Club helps provide meals for Bella Romero and Meeker during family nights
  - ii. Who organizes the school family nights?
    1. Principals and Family Advocates
  - c. What current strategies are most effective to help students adopt lifelong wellness behaviors?
    1. Ideally, it's in the curriculum so that it's systemic, broad-reaching, and sustainable. If it is in the curriculum, it's not dependent on a specific person or program
    2. Student-led activities seem to be the most effective. Students are so much more influenced by students/peers than by adults
    3. Elementary curriculum comes with guides that help teachers deliver the curriculum. Teachers are constantly asking for

field trips and guest speakers, maybe these are areas for more wellness integration into the curriculum

4. Tammy mentioned including the district's Nutrition Education specialist in Vertical Teaming planning
  - a. Vertical Teaming analyzes how grades connect to each other and allows for an opportunity to improve curriculum for the next year.
  - ii. Our District's curriculum aligns with State Standards, which aligns with the Common Core Curriculum. Teachers have to follow standards for every content area and are responsible for teaching these standards to students
    1. P.E. teachers take on health standards in elementary schools

### **13. Celebrations and Updates**

- a. 12 additional smoothie bikes are being ordered
  - i. Prairie Heights, Shawsheen, James Madison, D6 online, Chappelow, Bella Romero, Brentwood, and Union Colony are signed up to receive one
  - ii. Four smoothie bikes are still unclaimed and available to be placed in schools
- b. The Sports Nutrition Curriculum developed by Nutrition Services has been delivered in all high schools this semester except for Jefferson and the charter schools! This curriculum teaches both basic and athlete specific nutrition education to our high school students
- c. We also now have Student Wellness Team Leaders in every school except for Greeley West
  - i. If anyone knows someone at Greeley West that may be interested in the position, email [dbelcher@greeleyschools.org](mailto:dbelcher@greeleyschools.org)

### **14. Upcoming Events**

- a. Next Student Wellness Policy Committee Meeting: February 5th, 2025, 4:00pm-5:30pm