

WSSC TEAM

WSSC OVERVIEW

> Handout Packet



Handout Packet for Whole School, Whole Community, Whole Child (WSSC) Overview

Handout #1: Key Points and Notes

Handout #2: Healthy Tenet

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“Coming together is a beginning, staying together is progress, and working together is success.”

— HENRY FORD

Handout #1: Key Points and Notes

Whole School, Whole Community, Whole Child (WSCC) Model

- Represents a collaborative approach to learning and health
- Emphasizes a school-wide continuous improvement approach
- Demonstrates the interconnectedness between health and academic achievement
- Combines the Whole Child approach (from ASCD) with the Coordinated School Health approach (from CDC)
- Is student-centered, but also recognizes students as partners in the work
- Emphasizes the role of community in supporting schools



Green — represents the five tenets or principles

Blue — represents the 10 components

White — represents the work of implementing the model in schools

Orange — represents family and community engagement

WSCC Five Tenets

- Healthy** — Each student enters school healthy and learns about and practices a healthy lifestyle
- Safe** — Each student learns in an environment that is physically and emotionally safe for students and adults
- Engaged** — Each student is actively engaged in their learning and is connected to the school and broader community
- Supported** — Each student has access to personalized learning and is supported by qualified caring adults
- Challenged** — Each student is challenged academically and prepared for success in college or further study and for employment.

Handout #2: Healthy Tenet

Healthy Tenet Goal — Each student enters school healthy and learns about and practices a healthy lifestyle.

- What does a school look like where students know and are able to practice a healthy lifestyle?

Healthy Tenet Indicators

The following indicators describe the healthy tenet.

Indicator	
1.	Our school culture supports and reinforces the health and well-being of each student.
2.	Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.
3.	Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.
4.	Our school facility and environment support and reinforce the health and well-being of each student and staff member.
5.	Our school addresses the health and well-being of each staff member.
6.	Our school collaborates with parents and the local community to promote the health and well-being of each student.
7.	Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.
8.	Our school sets realistic goals for student and staff health that are built on accurate data and sound science.
9.	Our school facilitates student and staff access to health, mental health, and dental services.
10.	Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

Handout #3: WSCC 10 Components

1. Read the description of each WSCC component and the corresponding healthy tenet indicator and consider how well you feel your school is addressing each component/indicator.
2. Rank each component from 1 to 4 with 1 being not implemented at all to 4 being fully implemented.
3. Determine if there is currently a person in your school leading the component and write down that person's name.

WSCC's 10 Components as defined in NACDD's WSCC Model: A Guide to Implementation	Healthy Tenet Indicator Connection	Ranking	Who?
<p>Health Education — The first component consists of a planned sequential learning experience that provides students with the opportunity to acquire the knowledge and skills necessary to make quality health decisions, to adopt healthy behaviors, and to promote good health to others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that addresses a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the National Health Education Standards (NHES) and incorporate the characteristics of an effective health education curriculum.</p>	<p>2. Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.</p>		
<p>Physical Education and Physical Activity — Both are core content areas and activities that are identified by the national framework entitled Comprehensive School Physical Activity Program (CSPAP), which includes physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Physical education is characterized by a planned, sequential K-12 curriculum based on the national standards providing cognitive content and instruction designed to develop knowledge of, and motor skills and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.</p>	<p>3. Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.</p>		

Handout #3: WSCC 10 Components - continued

WSCC's 10 Components as defined in NACDD's WSCC Model: A Guide to Implementation	Healthy Tenet Indicator Connection	Ranking	Who?
<p>Counseling, Psychological, and Social Services — This component provides prevention and intervention services by way of certified school counselors, school psychologists, and school social workers to support the mental, behavioral, and social-emotional health of students in order to reinforce learning. Services include psychological and psychosocial assessments; interventions to address psychological, academic, and social barriers to learning; referrals to school and community support services as needed. These employees also contribute to the health of the school environment through resource identification, school-community-family collaborations, participation in school safety and crisis response efforts, as well as providing skilled consultation with other school staff and community providers.</p>	<p>9. Our school facilitates student and staff access to health, mental health, and dental services.</p>		
<p>Health Services — While the school nurse is most often employed by the school, other qualified professionals, such as nurse practitioners, dentists, physicians, physician assistants, and other allied health personnel, can provide health services, depending on the relationships the school establishes with community providers. Both actual and potential health problems are addressed, including providing first aid; emergency care; planning for the management of chronic conditions (such as asthma or diabetes); wellness promotion; and health education for staff, students, and families. The health services component contributes to a safe and healthy school environment by collaborating with school and community support services to increase the ability of students and families to adapt to health and social stressors, such as chronic health conditions or economic barriers to health.</p>	<p>9. Our school facilitates student and staff access to health, mental health, and dental services.</p>		

Handout #3: WSCC 10 Components - continued

WSCC's 10 Components as defined in NACDD's WSCC Model: A Guide to Implementation	Healthy Tenet Indicator Connection	Ranking	Who?
<p>Nutrition Environment and Services — The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school. School nutrition services provide meals that meet the federal nutrition standards of the <i>National School Lunch and Breakfast Programs</i>, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e., competitive foods in vending machines, grab 'n' go kiosks, school stores, concession stands, classroom rewards, classroom parties, school celebrations, and fundraisers) meet the <i>Smart Snacks in School</i> nutrition standards. All individuals in the school can support a healthy nutrition environment by encouraging participation in the school meal programs, role-modeling healthy eating behaviors, promoting healthier foods and beverages to students and peers, and ensuring that students have access to free drinking water throughout the school day.</p>	<p>10. Our school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.</p>		
<p>Social and Emotional School Climate — The psychosocial aspects of students' educational experience at school influences their social and emotional development. The climate of a school can affect student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning and provides a safe and supportive learning environment for teaching social and emotional skills.</p>	<p>4. Our school facility and environment support and reinforce the health and well-being of each student and staff member.</p>		

Handout #3: WSCC 10 Components - continued

WSCC's 10 Components as defined in NACDD's WSCC Model: A Guide to Implementation	Healthy Tenet Indicator Connection	Ranking	Who?
<p>Physical Environment — A healthy and safe physical school environment ensures the health and safety of students and staff within the school building and of the school building's contents, the land on which the school is located, and the area surrounding it. A healthy school environment addresses a school's physical condition during normal operations as well as during repairs and renovations (e.g., ventilation, moisture, temperature, noise, and natural and artificial lighting), and protects occupants from physical threats (e.g., crime, violence, traffic, and injuries) and biological and chemical agents that might be in the air, water, or soil as well as those purposefully brought into the school (e.g., pollution, mold, hazardous materials, pesticides, and cleaning agents).</p>	<p>4. Our school facility and environment support and reinforce the health and well-being of each student and staff member.</p>		
<p>Employee Wellness — Healthy school employees are more productive, less likely to be absent, and serve as powerful role models for students. A comprehensive school employee wellness approach includes a coordinated set of programs, policies, benefits, and environmental supports designed to address multiple risk factors (e.g., lack of physical activity, tobacco use) and health conditions (e.g., diabetes, depression) and to meet the health and safety needs of all employees. Employee wellness programs can improve a district's bottom line by decreasing employee health insurance premiums, reducing employee turnover, and reducing staff absenteeism.</p>	<p>5. Our school addresses the health and well-being of each staff member.</p> <p>9. Our school facilitates student and staff access to health, mental health, and dental services.</p>		
<p>Family Engagement — Families and school staff have a shared responsibility to work together in supporting and improving the learning, development, and health of students. This relationship cuts across and reinforces student health and learning in multiple settings—at home, in school, and at out-of-school programs. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways and sustaining family engagement, while families are committed to actively supporting their child's learning and development throughout the K–12 experience.</p>	<p>6. Our school collaborates with parents and the local community to promote the health and well-being of each student.</p>		

Handout #3: WSCC 10 Components - continued

WSCC's 10 Components as defined in NACDD's WSCC Model: A Guide to Implementation	Healthy Tenet Indicator Connection	Ranking	Who?
<p>Community Involvement — The school, its students, and their families benefit when schools solicit and coordinate information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health organizations, colleges and universities, and other community groups. Students and their families can contribute to the community through service-learning opportunities, while schools can contribute facilities with community members (e.g., school-based community health centers and park and recreation organizations).</p>	<p>6. Our school collaborates with parents and the local community to promote the health and well-being of each student.</p>		

The following three indicators are aligned with all components and should be addressed by each component area. Describe how you see the indicator crossing all components.

Indicator	Why is the indicator important? How can the indicator be integrated into all ten components?
<p>1. Our school culture supports and reinforces the health and well-being of each student.</p>	
<p>7. Our school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.</p>	
<p>8. Our school sets realistic goals for student and staff health that are built on accurate data and sound science.</p>	

Handout #4: Steps for Adopting and Implementing the WSCC Model

This chart outlines the steps a team can take to implement the Whole School, Whole Community, Whole Child model. The steps reflect a continuous improvement approach for creating a school environment that promotes and embodies good health and learning. The Training modules listed can be used for additional support and professional development for your WSCC team.

STEP	Description	Supporting WSCC Team Training Modules available at (https://www.sophe.org/focus-areas/school-health)
<p>Step 1: Focus on Administrative Buy-in and Support</p>	<p>Administrative buy in is critical for the implementation of the WSCC model. To influence student health and academic success, leaders at both the district and school level must understand the link between health and academics and then work together to create a school environment that promotes this link. All WSCC efforts should align with and support the district's and school's mission, goals, and plans for improvement.</p> <p>Engaging other leaders such as staff, family members, community experts and supporters, and students is also important.</p>	<p>WSCC Overview</p> <p>Building Buy-in</p>
<p>Step 2: Identify a WSCC Coordinator and WSCC Team Leaders</p>	<p>The WSCC Coordinator is a staff member at the district level who facilitates and coordinates WSCC efforts at the district level and supports schools with their WSCC work.</p> <p>WSCC Team Leaders are individuals at the school level who are responsible for planning and implementing WSCC efforts at the school level.</p> <p>Members at both levels should receive training and resources for implementing the WSCC model.</p>	<p>Setting Up</p>
<p>Step 3: Assemble a District and/or School Team</p>	<p>A WSCC team refers to a school- or district-level committee made up of individuals representing the 10 components of the WSCC model and committed to addressing the needs of the whole child.</p> <p>The 10 components of the WSCC model include: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment, employee wellness; family engagement; and community involvement.</p> <p>Many schools and districts may already have an existing team that focuses on health. Names for existing committees include, but are not limited to, wellness</p>	<p>Setting Up</p> <p>Meetings</p> <p>Youth Engagement</p> <p>Health Equity</p>

Handout #4: Steps for Adopting and Implementing the WSCC Model - continued

	committee, school health team, school health council, school improvement team, or school health advisory team. It is important to consider teams or committees that already exist or that could be expanded to include or integrated with to assemble your WSCC team.	
Step 4: Assess and Plan WSCC Efforts	<p>Gathering and analyzing district and school data is one of the first responsibilities of the WSCC team. This information is used to help identify needs and priorities, research best practices, and create a plan for improvement. State-, district-, and school-level data can be used.</p> <p>The School Health Index is a comprehensive school health assessment aligned with the components of the Whole School, Whole Community, Whole Child model, which assesses programming within a school that impacts student health. This tool can help schools identify strengths and areas for improvement as well as prioritize actions and create a plan for improvement that includes goals and objectives, action steps, persons responsible, and deadlines.</p> <p>To research best practices, schools can use CDC’s research-based guidelines and best practices for school health. A variety of tools can be found at https://www.cdc.gov/healthyschools/index.htm</p> <p>Reviewing existing state and district policies, systems, and environments that relate to the WSCC model is another important step. Once identified, examining the level of implementation is important for identifying gaps and areas for improvement.</p>	<p>Assessing</p> <p>Transforming Environments</p>
Step 5: Implement, Monitor, and Evaluate the Plan	<p>Implementing, monitoring, and evaluating the plan is key to bringing about change. It is important to meet regularly, track progress against the action plan, address challenges, and make needed adjustments. Collecting requisite data to show that action steps and objectives are met is also important.</p>	<p>Using Data</p>
Step 6: Reflect, Celebrate, and Communicate Results	<p>Throughout the process, it is vital to celebrate accomplishments along the way to keep team members motivated and engaged. At the end of the year, it is important to reflect on what went right, what could be improved, and where efforts should start or continue the next school year. Sharing successes and communicating the results of the work with leadership, parents, and other key stakeholders is often a step that is overlooked but is crucial to the sustainability of the work and the team.</p>	<p>Communicating Results</p>

(Adapted from NACDD: The WSCC Model: A Guide to Implementation)

Handout #5: Additional Resources

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