Handout Packet for
Organizing for Success: Establishing Your Whole School, Whole Community, Whole Child (WSCC) Team

Handout #1: Key Points and Notes

Handout #2: Additional Resources

"Coming together is a beginning; keeping together is progress; working together is success."

— HENRY FORD

Handout #1: Key Points and Notes

NOTES:

Team Goal or Purpose

- A clear and common goal

- Focus on student health and academics

- A broad statement that remains the same

- Objectives change as they are completed, and new needs are identified that are based on data and resources

What is your team's purpose statement?

Example: Ensure that essential health and safety supports are in place and that students are supported, engaged, and challenged.

_____
_____
_____

What are the initial objectives for the team?

Example: Complete the School Health Index and/or data review, identify strengths and gaps, and create a plan to address the whole child using the WSCC model.

_____
_____
_____

Team Leaders

- Champions of WSCC

- Consider a co-leader model
    - shared responsibilities
    - leadership sustainability

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Handout #1: Key Points and Notes - continued

Check the responsibilities your school team leader would have:

_____ In collaboration with the administrator, recruit additional team members.

_____ Schedule and facilitate meetings.

_____ Monitor the budget.

_____ Oversee implementation of the assessment.

_____ Oversee development of the plan to address the whole child through the WSCC model.

_____ Work with administrators and other appropriate staff to incorporate WSCC-related goals and objectives into the district or school improvement plan.

_____ Establish a system of communication with administrator(s).

_____ Engage students in the process and include them on the team, when appropriate.

What would you add to the list of team leaders' responsibilities?

_____ _____
_____ _____
_____ _____
_____ _____

What is the plan for rotating or replacing team leaders?

_____
_____
_____

Team Members

- Representative from each of the 10 components of the Whole School, Whole Community, Whole Child model

- Full representation of each component is something to strive for but is not necessary to function

- Explore other committees/teams and how you might combine them or work together

- Include student, parents, and community members

- Define member's length of service and time commitment

Complete the chart with potential or existing team members.

NOTES:

Handout #1: Key Points and Notes - continued

Team Member	WSCC Component	Other District/ School Team(s) this person represents
Example: Chris Black	*Physical Environment*	*Principal's Leadership Team*
	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	
	Community Involvement (Think broadly! This could include: social service agencies, local health department, hospitals, physician or dental practices, food banks, YMCA, churches, local businesses, or others)	
	Administrator(s)	
	Parent(s)	
	Student(s)	

NOTES:

Roles and Responsibilities

- General responsibilities for all

- Specific responsibilities to utilize the skills and resources of your team members
    - What do they enjoy doing?
    - Where do they excel?

Team member responsibilities (sample ideas):

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Handout #1: Key Points and Notes - continued

NOTES:

- Attend _____ meetings during the _____ school year.

- Participate in team meeting tasks.

- Participate in completing the assessment.

- Participate in creating a plan to address the whole child using the WSCC model.

- Take an active role in implementing the plan.

- Participate in team activities.

- Assist in monitoring team progress toward meeting objectives.

- Become familiar with research linking learning and health.

- Be an advocate for integrating health into the school culture.

- Identify grant opportunities.

What would you add to the list of team leaders' responsibilities?

_____   _____
_____   _____
_____   _____
_____   _____

Operating Agreements

- Describe how team will function over time

- Observable behaviors

- Developed with the team

- Can be changed as needed

Handout #1: Key Points and Notes - continued

What behaviors would you like to include in your team's operating agreements?

_____ _____
_____ _____
_____ _____
_____ _____

NOTES:

Decision-Making Authority

What decisions the team can make on their own?
Example: Assigning team member roles (e.g., note-taker, budget overseer, parent liaison).

_____
_____
_____

What decisions must be approved by an administrator?
Example: Conducting meetings during the school day and providing substitutes for appropriate team members.

_____
_____
_____

Celebrating Success

Celebrate and Recognize

- Team member efforts
- Team accomplishments
- Throughout the school year and at the end of the year
- Low or no cost
- Find out what team members would enjoy and appreciate

How will your team celebrate success and recognize team and individual efforts?

_____
_____
_____

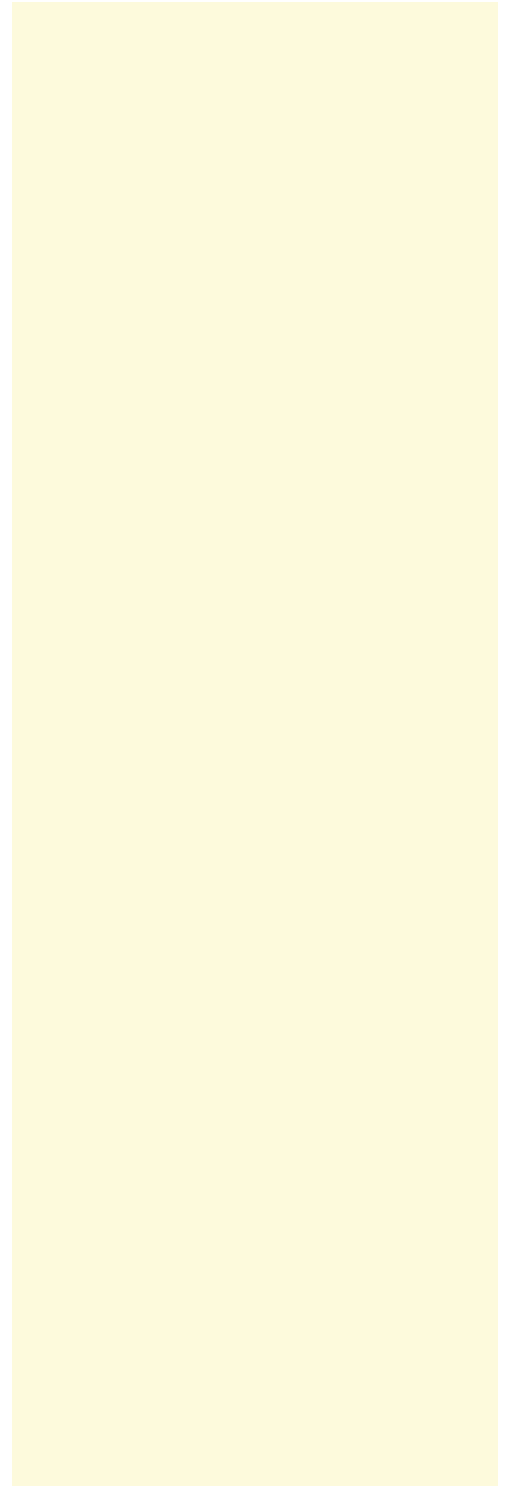## Handout #1: Key Points and Notes - continued

Closing Activity: Start– Stop–Continue

NOTES:

What will you start doing?

_____
_____
_____

What will you stop doing?

_____
_____
_____

What will you continue doing?

_____
_____
_____

Handout #2: Additional Resources

Iowa Department of Public Health. (2000). Promoting healthy youth, schools and communities: A guide to community-school health advisory councils. Retrieved from http://idph.iowa.gov/hpcdp/healthy-youth

National Association of Chronic Disease Directors. (2017). Local health department and school partnerships: Working together to build healthier schools [PDF]. Retrieved from https://cdn.ymaws.com/www.chronicdisease.org/resource/resmgr/school_health/NACDD_Health_Department_and_.pdf

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National Association of Chronic Disease Directors. (2017). The whole school, whole community, whole child model: A guide to implementation [PDF]. Retrieved from https://cdn.ymaws.com/www.chronicdisease.org/resource/resmgr/school_health/NACDD_TheWholeSchool_FINAL.pdf

NC Healthy Schools. (2003). Effective school health advisory councils: Moving from policy to action [PDF]. Retrieved from http://www.nchealthyschools.org/docs/advisorycouncil/advisorycouncilsmanual.pdf

RMC Health. (2014). Destination: Healthy schools, successful students: A roadmap & guidebook to implementing a collaborative approach to learning & health at the school level [PDF]. Retrieved from https://www.rmc.org/wp-content/uploads/2015/01/SchoolDestination_UpdatedFall2014.pdf

RMC Health. (2014). Travel guide: Carpooling with your community partners: Speed bumps, potholes, and detours [PDF]. Retrieved from https://www.rmc.org/wp-content/uploads/2015/01/TraveGuideCarpooling.pdf

RMC Health. (2014). Travel guide: Creating a high performing team [PDF]. Retrieved from https://www.rmc.org/wp-content/uploads/2015/01/TravelGuideTeam.pdf

Rooney, L.E., Videto, D.M., & Birch, D.A. (2015). Using the whole school, whole community, whole child model: Implications for practice. Journal of School Health, 85(11), 817–823. Retrieved from https://onlinelibrary.wiley.com/doi/full/10.1111/josh.12304

Top Nonprofits. (2017). Guide to creating mission & vision statements. Retrieved from https://topnonprofits.com/vision-mission/