

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
SCHOOL HEALTH NJ PROJECT**

Revised Oct2023

WSCC Project Forms



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HEALTH & WELLNESS (H&W) TEAM LIST

The foundation for developing school capacity to build and sustain a healthy school for all students is identifying a WSCC Health and Wellness (H&W) Team Leader and establishing a WSCC H&W Team.

The Team is comprised of individual members who have expertise and/or experience in one or more of the WSCC model's 10 health components:

- Health Education (**HE**)
- Physical Education and Physical Activity (**PA**)
- Nutrition Environment and Services (**NS**)
- Physical Environment (**E**)
- Social and Emotional Climate (**SEC**)
- Health Services (**HS**)
- Employee Wellness (**EW**)
- Counseling, Psychological and Social Services (**CPS**)
- Family Engagement (**FE**)
- Community Involvement (**CI**)

The Team also needs to ensure there are representatives from **school administration, staff, students, parents and the greater school community.**

Teams with the greatest success are culturally representative of the school community and have members with various perspectives. Together, the H&W Team Leader and Team successfully champion a culture of health in their school with the support of school administration and the local BOE.

With this in mind, complete the table below and submit your current H&W Team member list to (name of NJDOH regional agency Coordinator(s)) no later than _____.

Thank you!



CREATING A SUCCESS STORY*

Tips for a 1-2 page Success Story to Share with other Schools and Partners:

- Can use bullets, but most of the story should be in paragraph form
- Demonstrate responsible use of resources/funds
- Share “best practices” with other schools
- Include 1 or 2 key photos with people involved in the activities
- 500 word maximum/4 paragraphs

Name of school and town/school district (and SBYP partner, if applicable)

Name and credentials of contact person w/ address, email and/or telephone number

School website (if appropriate)

Title

- Capture overall message
- Include an action verb

Problem Overview

- Identify the problem being addressed and why it is important
- Use data to describe the problem and the need for action

Program/Activity Description

- Identify who was involved (include partners)
- Succinctly describe the program/activity implemented, including where and when it took place and how it addressed the problem
- Identify the audience of program/activity
- Describe how the grant contributed to the program/activity

Program Activity Outcomes (ex: As a result of participating in ...)

- Identify the short-term and long-term outcomes that demonstrate how the program/activity addressed the problem (ex: change in policy, use of curriculum, change in school practices, establishment of additional future funding)
- Provide a conclusion to the success story that is specific (use numbers to quantify results) about the changes, impact and/or results to convey a compelling outcome; **avoid** using broad, sweeping statements such as “there was a noticeable increase in healthy eating habits”

Conclusion

- Emphasize the broader potential benefits of the program/activity and/or how the school community will continue to benefit

Additional Information can include any other supporting materials such as testimonials, quotes from partners/participants, photos, video/links

*Adapted from US Dept. of Health and Human Services/ CDC’S: *How to Develop a Success Story*

SCHOOL HEALTH & WELLNESS INVENTORY

Purpose

This Health and Wellness Inventory is a tool to help your school/district identify all health-related programs, activities, services and policies that currently exist in each of the ten components of the Whole School, Whole Community, Whole Child (WSCC) framework. This is a fundamental and important activity that assists the Health and Wellness (H&W) Team to coordinate, integrate and sustain the WSCC framework in your school. It also helps identify where gaps may exist and helps avoid the duplication of activities. This ensures that health programming and practices are efficiently and effectively administered.

It is critical to involve the entire school community, from administrators to teachers to staff, in nutrition and nursing services, to secretaries and custodial staff to get a comprehensive perspective of what is happening with health and wellness in the school. Ideally, getting input from as many individuals as possible and at one time (like during a full staff meeting) helps everyone hear about what health and wellness activities are already taking place in the school. This effort then becomes a learning opportunity for everyone!

Steps to Get This Done

1. The grantee agency School Health Specialist/Coordinator explains the tool and its importance with H&W Team Leader(s), Administrator and Team (when possible).
2. The Leader and Team meet to “re-visit” administrative support at the district and/or school level by asking: How does school administration show support for the WSCC H&W Team and its activities? For example, is:
 - H&W an agenda item at school staff and school board meetings?
 - the school environment promoting H&W opportunities for students and staff that include, but are not limited to: healthy food choices, physical activities, stress reduction, yoga, mindfulness and other efforts?
 - professional development or other types of health and wellness educational opportunities routinely scheduled?
 - the school or district supporting an individual with dedicated time and appropriate compensation/stipend?
3. The Leader and Team have a “brainstorming” session to get the Inventory started. During this time, the Team identifies as many health programs, activities, services and policies that they know exist. These activities can take place anywhere in the district and not necessarily throughout the district: in classrooms, the cafeteria or gym, at school assemblies, and in one or several schools. They can be an initiative, a project, an event or a professional

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development opportunity that is health focused. The activities include those for both **students and staff.**

After completing this step, the Team then categorizes all the activities they've come up with into one of the ten WSCC components that is the best fit.

Finally, the Team asks "What other information is important to include? Such information might include:

- Is the activity for students or staff?
- How long has the activity been in place?
- Who is the person or group responsible for this activity?
- What does it cost and how is it paid for?

4. Next, the Team develops a plan for engaging the entire school staff to add missed activities to the results compiled by the Team thus far. At this point, the Team decides:

- When does it want this information collected by?
- Who will contact which groups?
- Who will organize the collected information and by when?

5. When all the information has been collected and organized, the Team meets to discuss the results obtained and how to share this with the entire school staff.

The Team can consider these questions:

- Are activities culturally appropriate, sensitive to diverse student needs and inclusive?
- Are any groups of students underserved?
- Are there duplicate or similar activities that can be coordinated?
- What gaps exist?
- What activities are most successful and why?
- What partnerships or linkages with community organizations can help address needs and/or support activities in various WSCC components?

Outcomes

- Increased visibility of the H&W Team Leader and Team.
- Increased awareness among the entire school staff and student body of all health and wellness activities taking place school- and district-wide.
- Gaps are identified and duplicated activities eliminated.
- Health programming and practices are efficiently and effectively administered.

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Component	Health Education
Definition	The school district provides students with the knowledge, attitudes, and skills to make decisions for healthy behaviors and be health literate. Topics address: alcohol, tobacco, and other drug use; healthy eating and physical activity; mental and emotional health; personal health and wellness; sexual health and safety measures to reduce injury & violence.
Indicators of Fully Met	The curriculum meets CCCS as evidenced by HECAT or other type of analysis tool the school provides as documentation. Students are meaningfully engaged in one or more of these types of activities: <ol style="list-style-type: none"> 1) Health & Wellness (H&W) Team 2) Health & Wellness related school club 3) H&W Youth Advisory Board 4) Peer health education
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Physical Education & Activity
Definition	The school district provides students with the knowledge and opportunities to practice the behaviors and motor skills for healthy active living, fitness, sportsmanship, self- efficacy, and emotional intelligence.
Indicators of Fully Met	The curriculum meets CCCS as evidenced by PECAT or other type of analysis tool the school provides as documentation. Comprehensive School Physical Activity Program (CSPAP) is (being) implemented. CSPAP has 5 components: physical education, physical activity during and before- and after-school, staff involvement and family/community engagement.
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Nutrition Environment & Services
Definition	Provides access to healthy food and beverage choices at the school cafeteria, vending machines, kiosks, on-site store, sports concessions, classroom parties or celebrations and fundraisers. Students have opportunities to learn and practice through what's available in the cafeteria, nutrition education in the classroom and health promoting messages.
Indicators of Fully Met	The school district is engaged in one or more of these types of activities: <ol style="list-style-type: none"> 1) Assess the School Wellness Policy using WellSAT 3.0 2) Implement Breakfast After the Bell 3) Ensure that food and beverages sold outside of school meals meet Smart Snacks in School standards. 4) Promote healthier foods and beverages
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Health Services
Definition	The assessment, screening, emergency, management of health conditions, care coordination and access and/or referral services provided through the school nursing office.
Indicators of Fully Met	The school district ensures there is 1 certified school nurse per 750 students.
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Social & Emotional School Climate
Definition	A safe and supportive learning environment that fosters social engagement in school activities, social relationships, and academic performance.
Indicators of Fully Met	The school conducts a school culture and climate survey with students, teachers and families to determine the improvements that are needed; develops a plan to address improvements needed is developed, implemented and evaluated; contracts a consultant to provide technical assistance or training as needed.
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Counseling, Psychological & Social Services
Definition	Supporting the mental, behavioral, and social- emotional health of students. Services include: individual assessment; individual or group consultation and counseling; and referrals to community-based support services.
Indicators of Fully Met	The school district ensures that: <ul style="list-style-type: none"> 1) Mental health professionals are school based 2) Students and families have the knowledge to access community-based mental health support services including the Pediatric Psychiatry Collaborative (PPC).
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	Employee Wellness
Definition	Programs and healthy work environments support healthy eating and physical activity; assist staff to live tobacco free; help staff manage stress; educate staff on ways to avoid injury and manage health conditions.
Indicators of Fully Met	The school district ensures that a comprehensive school employee wellness program exists. This program meets CDC guidelines and includes a set of programs, policies, benefits, and environmental supports designed to meet the health and safety needs of school employees.
Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)	
Opportunities to Enhance or Expand Programs, Services, Activities & Clubs	

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Component	School's Physical Environment
Definition	<p>The physical condition of the building and its contents, the land and area surrounding it. A healthy and safe physical environment:</p> <ol style="list-style-type: none"> 1) protects the occupants from physical threats (violence, crime, traffic, or injuries) 2) is free from exposure to environmental, biological, and chemical hazards including lead, mold, asbestos, ozone, pesticides or cleaning agents.
Indicators of Fully Met	<p>The school district ensures that a healthy and safe physical environment exists and provides:</p> <ol style="list-style-type: none"> 1) access to free drinking water throughout the school day 2) air quality that is ventilated and free of environmental contaminants that can trigger asthma.
<p>Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)</p>	
<p>Opportunities to Enhance or Expand Programs, Services, Activities & Clubs</p>	

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Component	Family Engagement
Definition	A shared responsibility to work together and improve the learning, development, and health of students. The school is committed to: having families feel welcomed; engaging families in a variety of meaningful and health-related ways; and sustaining their engagement.
Indicators of Fully Met	<p>The school is planning or implementing at least one of these types, or similar, family engagement activities:</p> <ol style="list-style-type: none"> 1) Participate on the H&W Team and/or with the SHIP’s activities 2) Participate in the Parents as Champions (PAC) for Healthy Schools training
<p>Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)</p>	
<p>Opportunities to Enhance or Expand Programs, Services, Activities & Clubs</p>	

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Component	Community Involvement
Definition	A partnership to coordinate information and share resources and services that support health-related activities for students and staff.
Indicators of Fully Met	<p>The school is planning or implementing at least one of the following activities:</p> <ol style="list-style-type: none"> 1) Promote and post a community resource directory on the school’s website 2) Create shared-use agreements to open school facilities to the community for physical activity 3) Develop service-learning opportunities that actively engage youth.
<p>Programs, Services, Activities & Clubs that Exist to Support the Component (If known, include start date and amount/source of funding)</p>	
<p>Opportunities to Enhance or Expand Programs, Services, Activities & Clubs</p>	