

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

WSCC Project Forms

Revised Oct 202



WSSCC at a Glance

This quick reference was designed to help schools stay on track, engage their community, and plan effectively.

Important Reminder

Submission of all required documents by their respective due dates is mandatory. The NJDOH requires official reporting, and a consistent process must be followed to ensure compliance. Please use the Task Tracking Spreadsheet to stay organized and avoid last-minute stress.

Health & Wellness Team

- The Health & Wellness Team works best when parents, students, and staff all share the load. While the Health & Wellness Leader helps guide and coordinate efforts, success depends on everyone on the team contributing and sharing responsibilities.
- Log your meeting dates + attendance for easy reporting. At least 4 to 6 meetings a school year.
- Invite the CFPC School Health Team to meet your Team for one of those meetings!

Planning Tools

- Collect baseline data, including basic student and school demographics, to track progress, measure impact, and guide planning. Use existing records whenever possible.
- Use the results from the assessment tool to guide your School Health Improvement Plan (SHIP).

Student & Parent Engagement

- Review the *Engaging Parents & Students Tips Guide* below.

Sharing with Your Community

- Use multiple outlets to communicate with your school community about your School Health Project and the positive impact it has on students and families.

Track Success

- Capture highlights: events, attendance, student/parent stories, accomplishments.
- This will be helpful when we request data, success stories, photos of events throughout the year, as these will be showcased at the NJDOH statewide summit.

Managing Funds

- District approvals take time. Deposit checks quickly and plan ahead for how funds will be used before the end of the school year. Save receipts and record how purchased items are used.

Tiered Funding & Sustainability

- Grant funding is designed to taper overtime and is subject to change, so early planning for long-term sustainability is key.
- Plan early for how initiatives can continue beyond grant funding.
- Funding is tiered and decreases each year. Start identifying partners, resources, or contributions to sustain your work.

We're Here to Help

- Invite the CFPC School Health Team to your events. If schedules allow, we can help you plan and run your events while also connecting with your school community and sharing resources.
- **The CFPC School Health Team is there to support you; reach out whenever you need input or assistance.**

Engaging Parents & Students Tips Guide

Parent Engagement

- Invite 1–2 parents to join the Health & Wellness Team (rotate yearly).
- Be clear about roles but keep them simple.
- Offer flexible ways to join (virtual meetings, surveys, shared docs).
- Involve parents in planning events and programs.
- Recognize their help (newsletters, certificates, volunteer hours).
- Try new ways to engage (parent workshops, coffee chats, family nights).

Student Engagement

- Add 1–2 students to the team (rotate yearly).
- Give clear, manageable roles (ideas, planning, peer outreach).
- Let students co-lead events or campaigns.
- Create small student groups for wellness projects.
- Recognize their efforts (announcements, awards, volunteer/leadership credit).
- Ask for feedback (quick surveys, focus groups).

Keeping the School Community Informed

- Use a mix of communication tools (newsletters, website, social media, announcements).
- Let students/parents help make and share updates.
- Host info sessions (family nights, coffee chats, staff meetings).
- Share wins and progress (events, student involvement, milestones).
- Follow a simple communication calendar so that updates are consistent.

Collecting Data

Collecting demographics and tracking attendance not only helps understand who is participating but supports future planning. If existing survey questions or enrollment data are available, use them to make it easier.

1. Demographics to Collect

Students

- Grade: 6–12
- Ethnicity: White, Black, Hispanic, Native American, Asian, Multiracial, Self-identify
- Gender: Male, Female, Self-identify

Adults

- Role: Parent/Guardian, Staff, Community Member, Other
- Ethnicity & Gender

2. Attendance Tracking Ideas

Large Events

- Numbered cards or tickets for entry or tables
- Wristbands/stickers (color-coded by grade or role)
- Photos for headcount estimates

Small/Medium Events

- Pre-registration or RSVP lists
- Sign-in sheets at entry
- Table or station check-ins by volunteers

Always document the method used for consistent reporting.

3. Tips for Smooth Data Collection

- Keep it simple. The goal is accurate, usable data for planning and reporting.
- Set up a check-in table with forms or devices ready.
- Have staff or student volunteers assist with collection.
- Keep it anonymous if possible and only collect what's needed.
- Offer small incentives for completing forms (stickers, raffle, thank-you notes).
- Enter paper data promptly into a spreadsheet for tracking and reporting, and so nothing is lost.
- Keeping track of your successful events will be useful in creating 'Success Stories' (pg.)

****** Any health-related event can be tied back to your School Health Improvement Plan even if it is held by another school group as it all relates to health sustainability in your school.

School Health Project Event Tracking Form

Event Name: _____

Date: _____

Location: _____

Event Type (circle): Workshop / Family Night / Health Activity / Other: _____

1. Attendance

Students: _____

Parents/Guardians: _____

School Staff: _____

Community Members: _____

Total number of participants: _____

2. Demographics (if collected)

Students

Grades represented: 6 / 7 / 8 / 9 / 10 / 11 / 12

Ethnicity (circle all that apply): White / Black / Hispanic / Native American / Asian / Multiracial /

Self-identify _____

Gender: Male / Female / Self-identify _____

Adults

Role: Parent/Guardian / Staff / Community Member / Other _____

Ethnicity: White / Black / Hispanic / Native American / Asian / Multiracial / Self-identify _____

Gender: Male / Female / Self-identify _____

3. Attendance Tracking Method

How did you track attendance? (check all that apply)

- ☐ Sign-in sheet / RSVP list
- ☐ Numbered cards or tickets
- ☐ QR code check-ins
- ☐ Wristbands / Stickers
- ☐ Headcount estimate / photos
- ☐ Other: _____

4. Event Notes & Feedback

Total sessions or activities held: _____

Volunteers/staff involved: _____

Key highlights or successes: _____

Suggestions for improvement: _____

5. Photos / Evidence (Encouraged)

Attach or link photos of events or materials if available

Health & Wellness (H&W) Team

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 H&W Team should include representatives from school administration, staff, students, parents and members of the broader school community. Including the required participation of the school nurse.

Teams that are most effective are culturally representative of the school population and include individuals with diverse perspectives. With the support of school administration and the local Board of Education, the H&W Team Leader and team members work together to champion a culture of health within the school.

To support this work, Health & Wellness Teams are expected to meet at least 4 to 6 times during the school year.

Once your team is formed, please complete the table and submit your H&W Team member list to the Center for Prevention and Counseling.

Health and Wellness (H&W) Team List

YEAR:

SCHOOL NAME:

Name	Title	Email	Agency/Business Name	Component*	Group**

***WSSC Component:**

- 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**)

**** Group: Administrator, Staff, Student, Parent, Community**

EXAMPLE MEETING NOTES

Meeting called by:
Name

Type of meeting:
HW Team Meeting

Date:
10/15/25

Timekeeper:
Mira Karlsson

Note taker:
Allan Mattsson

Attendees:
John, George, Paul, Ringo, Tamara, Ashley

MINUTES

AGENDA ITEM:
Vote on upcoming school event

PRESENTER:
George

Discussion:
Discussed bringing a Family Day event to school to be held in school gym and yard.

Conclusions:
Dates & event ideas to be presented to school administration for approval.

Action items	Person responsible	Deadline
1. Report on back-to-school night success	John	2/5
2. Parent education programs	Ashley	2/28
3. Teacher grant apps	Tamara	2/1

OTHER INFORMATION

Special notes:
Next meeting 1/16 @ 9:00 AM in the conference room.

WSCC Health and Wellness Team Meeting Log

SCHOOL NAME:

YEAR:

DATE	# IN ATTENDANCE (A minimum of 4 to 6 Health & Wellness team meetings should occur within the grant year)
1.	
2.	
3.	
4.	
5.	
6.	

School Health Index (SHI) Information Guide

What is the SHI?

The *School Health Index (SHI) Self-Assessment and Planning Guide* is a free, confidential online self-assessment and planning tool from the CDC. The SHI:

- Helps schools evaluate health and safety policies.
- Identifies strengths and areas for improvement.
- Builds action plans to support student health and academics.
- Aligns with the Whole School, Whole Community, Whole Child (WSCC) model.
- Available online and as printable PDFs (elementary & middle/high school versions).

Why and How Schools Use the SHI?

The School Health Index (SHI), developed by CDC with input from educators, health experts, parents, and community partners, helps schools:

- Identify strengths and weaknesses in health and safety policies and programs.
- Develop a School Health Improvement Plan that can be integrated into the School Improvement Plan.
- Improve student health, reduce risk behaviors, and boost academic outcomes.
- Engage teachers, parents, students, and the wider community in creating a healthier, safer school environment.

How to Access the SHI

1. Visit: [CDC SHI Website](#).
2. Scroll down and click "[Access the online version of the SHI](#)."
 - If a School Health Index has never been conducted for your school, please use the 'Register a New Team' prompts to register your school and begin the assessment.
 - If your school team has participated before and you have an existing assessment, enter your reference number, or [request to join an existing team](#).
3. Prefer paper? Download PDFs:
 - [\[Elementary School SHI – PDF\]](#)
 - [\[Middle & High School SHI – PDF\]](#)

After Completing the SHI

- Download the Scorecard (including all modules).
- Email it to your grantee agency representative (Empower Somerset).
- Contact your representative with any questions.

***Remember: SHI results are not reported to CDC, carry no penalties, and are for school use only.**



School Health Index (SHI)

Your School's SHI: your school name will appear here

SHI Edition: SHI 2017 (7th Edition)

Created:

Last Activity:

Overall Scorecard

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment					
Module 2 - Health Education					
Module 3 - Physical Education and Physical Activity Programs					
Module 4 - Nutrition Environment and Services					
Module 5 - School Health Services					
Module 6 - School Counseling, Psychological, and Social Services					
Module 7 - Social and Emotional Climate					
Module 8 - Physical Environment					
Module 9 - Employee Wellness and Health Promotion					
Module 10 - Family Engagement					
Module 11 - Community Involvement					

School Health Improvement Plan

School Name:

Year:

Health & Wellness Team Leader:

Principal/Lead Administrator:

Instructions:

1. In the first column: in priority order, list the main actions your School Health & Wellness team has agreed to work on.
2. In the second column: For each action, choose which of the 10 WSCC components it connects to. You may select more than one.
3. In the third column: List the smaller tasks or activities needed to make the action happen.
4. In the fourth column: Write who will execute each step (person or group) and the timeline for when it should be completed.

Actions	Component(s)	Steps	By Whom and When

YEAR:

Instructions:

- This form should be **completed collaboratively with all members of your Health & Wellness Team.**
- Think strategically about:
 - Which current partnerships already support sustainability
 - Which future partnerships could help maintain efforts beyond the grant period
 - How your school/community could contribute resources, funding, or support
 - Ongoing stipends for Health & Wellness Leaders or other key staff
- If needed, rows can be added to each section.

List organizations, businesses, or community groups your school currently partners with. Briefly describe what they do and how the partnership contributes to sustainability.

[illegible]

Section 2 – Potential Future Partnerships

List organizations or businesses your school would like to partner with in the future. Describe how they could support students/staff and contribute to sustainability.

POTENTIAL PARTNER	DESIRED ROLE/SUPPORT	SUSTAINABILITY BENEFIT

Section 3 – Suggested Contributions to Grant/Stipend Project

List contributions (funding, in-kind support, volunteers, or other resources) that could support the current grant year.

SUGGESTED CONTRIBUTION	WHO COULD PROVIDE IT	NOTES

Section 4 – Long-Term Sustainability Plan

Describe ways your school or community could provide ongoing funding, resources, or support after Year 4, including staffing or stipends for Health & Wellness Leaders.

SUGGESTED IDEA	WHO WILL SUPPORT IT	TIMELINE/COMMITMENT

Grant Fund Utilization

SCHOOL NAME:

YEAR:

(Add rows to each section as needed)

ITEM OR SERVICE	PLEASE INDICATE WHICH PART OF YOUR SCHOOL HEALTH IMPROVEMENT PLAN (SHIP) THIS ITEM OR SERVICE SUPPORTS.	\$ AMOUNT
Ex: 10 Sensory Chairs	It will be in a "calm room" for students. These chairs offer valuable sensory input to boost focus, concentration, and overall mood. WSCC Component: Social Emotional Climate	\$1000

TOTAL: \$1000

PLANS FOR UNUSED FUNDS

ITEM OR SERVICE	IF YOU ANTICIPATE ANY UNUSED FUNDS WITHIN THE GRANT YEAR, BRIEFLY EXPLAIN HOW THESE FUNDS WILL BE REALLOCATED OR USED TO CONTINUE SUPPORTING YOUR SHIP GOALS.	\$ AMOUNT
Ex: Adobe software program	Professional development for employees, much-needed software to allow us to offer more to our classrooms. WSCC Component: Employee Wellness	\$450

TOTAL:

Creating a Success Story

Purpose

A Success Story is a 1-2 page narrative that highlights the impact of your School Health Project. These stories can inspire other schools, demonstrate accountability, and showcase best practices.

Guidelines

- Write in short paragraphs (use bullets only when necessary).
 - Demonstrate responsible use of funds/resources.
 - Share practices that others can replicate.
 - Include photos featuring participants.
 - Minimum of 4 paragraphs.
-

Required Information

- School Name & Location
 - Contact Person (name, credentials, email, and/or phone number)
 - School Website (if applicable)
-

Suggested Structure

Title

- Action-oriented and captures the main message.

Problem Overview

- Define the issue being addressed and why it matters.
- Use data or observations to describe the need for action.

Program/Activity Description

- Who was involved (partners, staff, students)?
- What was done, where/when it took place, and how it addressed the problem.
- How the grant contributed to this work.

Outcomes

- Short- and long-term results (e.g. # served, policy change, curriculum adoption, new funding, improved practices).
- Be specific and measurable—use numbers or clear examples when possible.
- Avoid vague statements such as “healthy eating improved.”

Conclusion

- Highlight the broader benefits of the project.
 - Share how the school will continue the work and sustain momentum.
-

Optional Additions

- Testimonials or quotes from participants/partners.
- Additional photos, videos, or links