



## Creating Healthy Schools and Communities

### Background

Creating Healthy Schools and Communities (CHSC) just finished up year three of a five-year (2015-2020) grant, funded by the New York State Department of Health. CHSC is working with schools and their surrounding communities to increase demand for and access to healthy, affordable food and opportunities for daily physical activity.

### Year Three Accomplishments

The school Wellness Committee and CHSC staff worked together to improve the health and wellness of the district through a variety of initiatives linked to the school's wellness policy.

- ❑ Installed irrigation system, fence, and green house to extend Elementary and Middle school garden growing season. Students grow and harvest vegetables that are added to school meals, when feasible.
- ❑ Began expanding garden project to the High School campus.
- ❑ Installed a new hydration station, to ensure access to free, safe drinking water throughout the school day.
- ❑ Increased the quality and quantity of Physical Education (PE) and recess equipment to provide more opportunities for physical activity for all students. Purchases included pickle ball, a fun ball set, and soccer equipment.

"Promoting health and wellness in schools is important because we need to provide children with the nourishment they need to grow and develop strong minds and bodies; and that starts with healthy food. Since two of their meals are eaten at our school, it's important that we give our students the best nutrition we can."

- James Bullock, School Champion



NYS Obesity Prevention  
Center for Excellence



HEALTH  
DEPARTMENT



Creating Healthy Schools  
and Communities in  
Clinton and Essex Counties

## Looking Ahead

- ❑ CHSC will continue to provide resources and mini grants to support action plan goals and wellness policy implementation.
- ❑ Distribute harvest from the expanded school vegetable gardens through the school back pack program, community food banks, school meals, and taste tests.
- ❑ Assess the feasibility of expanding Farm to School activities to increase use of locally-grown produce in school meals.
- ❑ Phase-in components of the Comprehensive Physical Activity Program (CSPAP).

## How To Get Involved

- ❑ Come join us at a Wellness Committee meeting! For more information contact your School Champion, James Bullock.
- ❑ For more information about the grant, contact the CHSC School Coordinator, Stefanie Miller.
- ❑ For wellness related events and activities, check out the school Facebook page and website:  
[www.ticonderogak12.org](http://www.ticonderogak12.org)

9.21.18

## Resources

CHSC was happy to provide your school with funds and resources to implement your wellness policy. Some of the items purchased this year include:

- Greenhouse
- Irrigation system
- Garden fencing
- PE and recess equipment
- Hydration Station
- Desk cycles
- Go Noodle subscription

## Contact

James Bullock  
Computer Technician  
[jbullock@ticonderogak12.org](mailto:jbullock@ticonderogak12.org)

Stefanie Miller  
School Coordinator  
[smiller@co.essex.ny.us](mailto:smiller@co.essex.ny.us)  
(518) 873-3813

Desk Cycles



Garden and Green House



Hydration Station



# The Whole School, Whole Community, Whole Child Model

The Whole School, Whole Community, Whole Child (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of CSH and the tenets of the ASCD's\* whole child approach to strengthen a unified and collaborative approach to learning *and* health.

The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

## WSCC: The Model

Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement of adolescents. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that *every young person* in every school in every community is healthy, safe, engaged, supported, and challenged.

The WSCC model accomplishes a number of important objectives:

- It combines the “Whole Child” model from ASCD with the CSH approach used by many in the adolescent and school health field.
- It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both.
- It provides an update to the CSH approach to better align with the way schools function.

### Whole School, Whole Community, Whole Child Model



- The child in the center is at the focal point of the model; the child is encircled by the “whole child” tenets in green: being “healthy, safe, engaged, supported, and challenged.”
- The white band emphasizes the alignment, integration, and collaboration needed among the school, health, and community sectors to improve each child’s learning and health.
- Represented in the blue, the multiple school components surround the child, acting as the hub that provides the full range of learning and health support systems to each child, in each school, in each community.
- The community, represented in yellow, demonstrates that while the school may be a hub, it remains a focal reflection of its community and requires community input, resources, and collaboration in order to support its students.

\*Formerly known as the Association for Supervision and Curriculum Development