

WSCC Practice Blueprint Session 2

Purpose: To gain familiarity with the WSCC model and available resources for strengthening knowledge

Review

- Introduction to the blueprint
- Navigating the blueprint
- Intro to the WSCC model
- Academics and the WSCC Model
- Building and Mapping WSCC Resources activity and case studies

Do Together

- Activity 2: Build and Map WSCC Knowledge

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SECTION I: INTRODUCTION TO THE BLUEPRINT

The goal of this guide is to support the action planning to create an effective blueprint to set your system up for successful *implementation* and *sustainment* of WSCC practices. We will refer to this throughout as **whole child systems implementation**. We structure this blueprinting work across three steps: Exploring Context, Evaluating Directions, and Establishing Actions.

In this first section, we provide an overview of the Whole School, Whole Community, Whole Child (WSCC) Model. We then define whole child, whole school, and whole community. Finally, we focus on the “how” of WSCC implementation, with particular focus on the need for coordination and integration of efforts. This first section will help set you up for success in your blueprinting process.

Navigating the Blueprint

Throughout this blueprint, you will see the following icons to assist in navigating.



Activity: something to be completed to further your blueprinting work



Tip: something to consider or keep in mind for the future as you complete your blueprinting work



Reflect: questions to check for understanding and confirm that you have considered the key points of the section

Intro to the WSCC Model

Schools are an important anchor in the community, serving as a primary system of care for children. Therefore, schools have tremendous influence on child well-being, with a unique role in promotion, prevention, and intervention across areas of child development. The [Whole School, Whole Community, Whole Child \(WSCC\) model](#) was created by the CDC and ASCD out of the recognition that coordinated and integrated systems of learning and health are more effective and efficient facilitating positive child development. Yet, these systems often operate in silos. This can lead to duplication, inefficiency, and gaps in service delivery to children. Silos also create challenges for sustaining supports because the work falls on one team or department rather than being integrated into the functioning of an entire school or district. ***Education and health sectors must collaborate to facilitate the success of the whole child.***

The WSCC model describes the importance of integrated policies, processes, and practices across 10 domains relevant to child learning, health, and well-being. WSCC offers a comprehensive model to show the many parts that can facilitate or impede child and school success.

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



Source: <https://www.cdc.gov/whole-school-community-child/about/>

Academics and the WSCC Model

In a quick look at the WSCC model, educators might wonder where academics (e.g., rigorous curriculum and instruction) are included in the WSCC model. Academics are central to the WSCC model and are represented in the green center – a student that is healthy, safe, challenged, supported, and engaged. The WSCC model recognizes that not only do healthy, safe, challenged, supported and engaged students learn best, but also that the 10 domains (shown in blue and described below) further support academic performance and success. Whereas a school nurse might relate most to the Health Services domain of the WSCC model, teachers, instructional specialists, and assistant superintendents might place their work in the central green area of the WSCC model. Rigorous academic learning is central to the WSCC model.

WSCC Domains: A Closer Look

The 10 domains of the WSCC model are like gears: although the work undertaken in each might be of differing sizes, they work together to support system functioning and student outcomes. The 10 WSCC domains and associated definitions are listed next, with links to brief reports and our on-demand webinar series that describe each domain in greater detail.

The 10 Domains of the WSCC Model



Counseling, Psychological, and Social Services [or Behavioral Supports]: Consists of school-based prevention and response services that address students' social, emotional, and behavioral (SEB) health.

[Practice Brief](#)



Community Involvement: Refers to partnerships between school and community groups and/or community-based organizations.

[Practice Brief](#)



Employee Wellness: Focuses on the health and well-being of school employees to promote a positive school environment for all school personnel and students.

[Practice Brief](#)



Family Engagement: Refers to a collaboration between families and school personnel with the goal of fostering positive outcomes for student learning, health, and development across domains.

[Practice Brief](#)



Health Education (including Nutrition Education): Structured learning experiences in which students acquire knowledge to engage in health-informed decision making and adopt lasting healthy behaviors.

[Practice Brief](#)



Health Services: Consists of supports provided to promote the physical health of students in the school setting.

[Practice Brief](#)



Nutrition Environment and Services: Focuses on developing students' abilities to make healthy nutritional decisions.

[Practice Brief](#)



Physical Education and Physical Activity: Includes: (a) physical activity before, during, and after school, (b) physical education, (c) staff involvement, and (d) family and community engagement.

[Practice Brief](#)



Physical Environment [or Safe Environment]: Describes the school building and physical space around the school, school grounds, and the land on which the school is built, as well as how safe people feel in that space.

[Practice Brief](#)



Social and Emotional Climate: Refers to the psychosocial aspects of student experiences.

[Practice Brief](#)



Activity 2 - Build and Map WSCC Knowledge

Anticipated time needed to complete this activity: 20-30 minutes

If WSCC is new to you or it would be helpful to expand your knowledge before diving in, we encourage you to spend time familiarizing yourself with the WSCC model and each of the 10 domains. Then, we encourage you to map WSCC knowledge in your setting. This will help you to recognize the personnel you already have implementing WSCC-related practices in your setting.

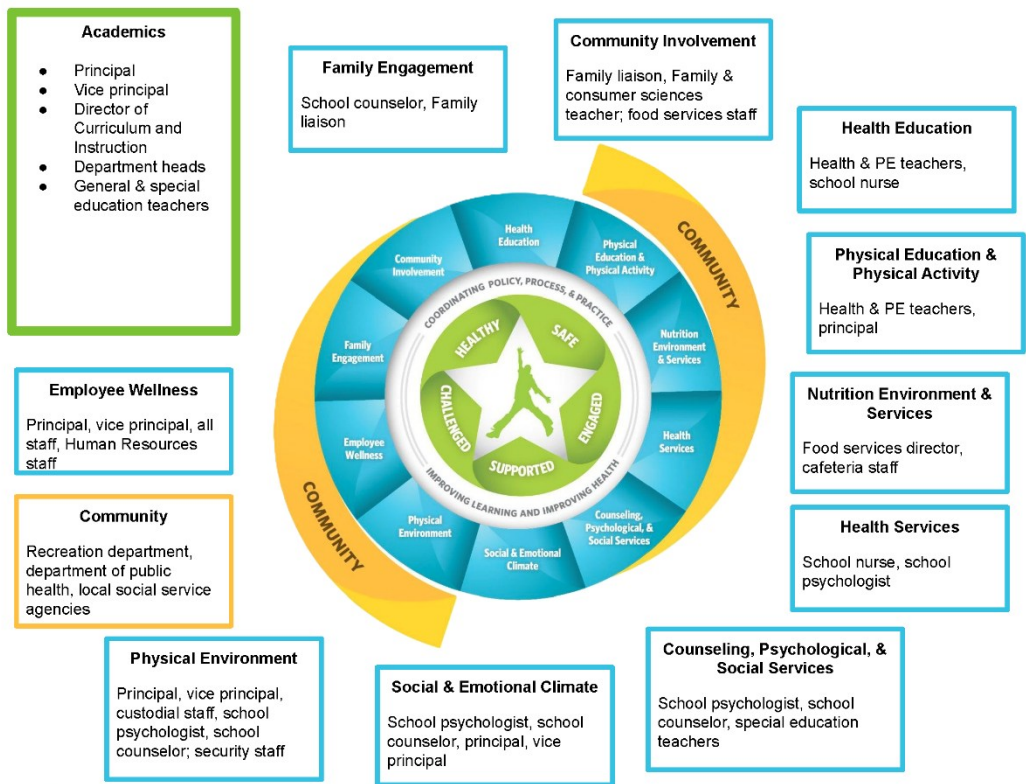


We have compiled WSCC Resources from CSCH and the CDC. The CDC's resources include a virtual healthy school where users can explore the WSCC model in action, overviews of the WSCC model, and summaries of research supporting the WSCC model.

CSCH's resources include short on-demand webinars and practice briefs about (a) the WSCC model as a whole and (b) each of the 10 domains. The webinars incorporate interviews with school and district personnel discussing how they incorporate WSCC into their practice. The "Overview of the WSCC Model" video in our [on-demand webinar series](#) gives an overview of the WSCC model, and each of the remaining videos present information specific to a domain.

The practice briefs summarize evidence behind why each WSCC domain is important, how each domain relates to student outcomes, and best practices within each domain. The [overview brief](#) provides the background whereas the others expand specific content for each domain.

Using [Activity 2 – Build and Map WSCC Knowledge](#), we encourage you to select resources to explore to strengthen your WSCC knowledge. We suggest selecting an overview resource (e.g., [CDC's WSCC Overview](#), [CSCH Overview Brief](#), or CT WSCC Partnership "[Overview of the WSCC Model](#)" webinar) and 1-2 additional resources related to domains of interest. There are many resources, but we suggest limiting yourself to a manageable amount of time for this activity. Then, using the provided visual, document who in your setting holds knowledge about each domain.



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Build WSCC Knowledge | csch.uconn.edu

School Team Case Study:

Building and Mapping WSCC Knowledge at Hillside Academy

At their next meeting, the WSCC Practice Team takes 15 minutes to review WSCC resources. They each select different resources to review, with some choosing to read practice briefs and others choosing to watch brief WSCC webinars. Mrs. Alves comments that they may want to return to the Evidence in Action pages of the briefs at a later date to select opportunities for improvement in their setting.

Next, the team works on mapping expertise in their setting. In addition to their own expertise, they identify several other colleagues with expertise in various WSCC domains. In brainstorming colleagues who are engaged in WSCC-aligned work, they also reflect upon the many practices that are already happening at Hillside.

District Team Case Study:

Building and Mapping WSCC Knowledge with the Elmwood Executive Team

Elmwood’s executive council of the district wellness team continues with the WSCC Practice Blueprint in their next monthly meeting. The team members each spend 10 minutes exploring WSCC domains that are less familiar to them (e.g., Social and Emotional Climate, Behavioral Supports). Out of curiosity, they also each briefly check out the resources related to their areas of expertise! Then, the team works together to map the current expertise and initiatives in their district to the WSCC model. Because there are so many initiatives, they decide to focus on those at the district level (rather than including school-specific initiatives as well). They are encouraged to see how much WSCC work they are already doing and how well many of their existing efforts map onto the WSCC model! They make a note to share this map with the full wellness team at their next quarterly meeting as it provides a nice visual of the district’s work and reinforces the value of the new expertise they have invited to the team!

Next, we more explicitly define “whole child,” “whole school,” and “whole community.”

What do we mean by Whole Child?

Whole means that the primary focus of our systems and interventions is to support healthy child development. But what is healthy child development, and how do we support it?

Children develop in multiple ways, including academic, social, emotional, behavioral, and physical development. These are sometimes called developmental pathways. Each pathway has unique contributions to a child’s development but the pathways are also interrelated. For example, if a child has a chronic health condition (i.e., an aspect of physical development) that affects their school attendance, their academic development may also be affected. Considering the whole child means attending to these interrelated areas of child development, recognizing that all have an impact on student success in school.

For additional context and information about whole child, whole school, and whole community, we recommend reading our article, [Engaging a Whole Child, School, and Community Lens in Positive Education to Advance Equity in Schools.](#)