

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

WSCC Project Forms

Revised Oct2021



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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!



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HEALTH & WELLNESS (H&W) TEAM LIST

Name	Job Position	Agency Affiliation	Email	Component*	Group**

***Component: HE; PA; NS; E; CPS; HS; FE; SEC; CI; EW**

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

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IMPROVEMENT LOG

(BASELINE AND PROJECT COMPLETION)

Name of School:

Individual Completing the Form:

What number of years of experience does the school have with implementing health and wellness activities using a School Health Team?

0-1 year 4-5 years 10 or more years
 2-3 years 6-9 years

Step I. Focus on Administrative Buy-in & Support to Develop School Capacity

“SIGNS” OF PROGRESS	STATUS – Using a \checkmark , indicate a status for each sign of progress		
	Fully Met 5	Partially Met 3	Not Yet Met 1
a) WSCC responsibilities for school administration exist. See: School Administration Responsibilities.			
b) School administration communicates regularly with the WSCC Health & Wellness (H&W) Team.			
c) School administration participates in WSCC H&W programs and activities.			
d) The Local Wellness Policy (LWP) requires a H&W Team Leader and an active, functioning Team.			
e) The School Health Improvement Plan (SHIP)’s goal(s), objective(s) and/or priorities are incorporated into the district’s or school’s improvement plan.			
f) School and/or district administration identifies and secures funding for health programs, activities and services.			
g) School and/or district administration and the local BOE garner diverse community resources for WSCC H&W programs and activities that include but are not limited to: data collection and analysis, communication, supplies, space and professional development.			
h) There is a line item in the school budget for the costs (full or partial) of a WSCC H&W Team Leader to financially compensate this individual for their dedicated time and responsibilities.			

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Step 2. Identify a WSCC Coordinator, Health & Wellness (H&W) Team Leaders & Develop Partnerships

“SIGNS” OF PROGRESS	STATUS – Using a √, indicate a status for each sign of progress		
	Fully Met 5	Partially Met 3	Not Yet Met 1
a) WSCC H&W Team Leader(s) and their tasks are identified. See: Team Leader Tasks.			
b) The school promotes and recruits interested parents to participate in health education or training such as: <i>Parents as Champions (PAC) for Healthy Schools, Teen Speak</i> , SHIP activities (planning, implementation or evaluation); or, other health and wellness strategies as approved by the regional agency.			
c) The school promotes and recruits interested students to participate in: a Youth Advisory Board (YAB); SHIP activities (planning, implementation or evaluation); or, other youth-led health and wellness activities.			
d) Diverse community organizations participate in school health activities, programs and services.			

Step 3. Establish a District- and/or School- Health & Wellness (H&W) Team(s)

a) The H&W Team is established and represented by administration, school staff, students, family and the community.			
b) The H&W Team represents all 10 WSCC components. (NACDD, p36)			
c) The H&W Team member activities are identified. See: <i>Team Member Qualities and Activities</i> .			
d) The H&W Team meets 4-6 times during the school year.			
e) The H&W Team disseminates and communicates the School Health Improvement Plan (SHIP) to school administration and staff. See: <i>Establish a H&W Team</i> , Step 5			
f) The H&W Team disseminates and communicates the SHIP to students and families. See: <i>Establish a H&W Team</i> , Step 5			

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Step 4. Assess & Plan WSCC Efforts

“SIGNS” OF PROGRESS	STATUS – Using a \checkmark , indicate a status for each sign of progress		
	Fully Met 5	Partially Met 3	Not Yet Met 1
a) The H&W Team completes CDC’s School Health Index (SHI) assessment tool and the results are reviewed and approved by Team members.			
b) Using the results of the SHI assessment, a School Health Improvement Plan (SHIP) is developed to address the identified health priorities.			
c) Best practices and evidence-based strategies are utilized in the SHIP.			
d) Local-level health and education data are used to document the health needs of students and school staff to link student health to academic achievement.			
e) Health attitudes and behaviors of students and staff are considered using questionnaires or other tools.			
f) Students’ input is obtained using surveys or focus groups.			
g) Parents’ and families’ input are obtained using surveys or focus groups			
h) A survey of school climate and culture is conducted with students, staff and families.			
i) The H&W Team reviews the Local Wellness Policy (LWP) and makes recommendations for updates and/or revisions.			
j) The H&W Team completes an <i>Inventory</i> and works to facilitate the coordination of all health-related committees in the school.			
k) The district and/or school is assessing and planning a comprehensive staff wellness program.			

Step 5. Implement, Evaluate & Revise the SHIP

a) Evaluation measures (process and outcome) are <u>identified</u> in the SHIP.			
b) Evaluation measures (process and outcome) are <u>reported</u> .			
c) The H&W Team accomplishes the action steps in the SHIP, meeting timeline and budget requirements.			
d) The H&W Team continuously improves the SHIP by making annual revisions based on participant feedback and input from staff, administrators, students and families.			

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Step 6. Reflect, Celebrate and Communicate Success/Impact

a) Complete Year End Summary (Step 6 Team Log, see Guide, p58).			
b) H&W success stories are communicated via newsletter, blog, website, posting, presentation, infographic.			
c) H&W Team accomplishments are celebrated.			

I certify that this baseline information was reviewed for accurate completion by school administration

on _____.
(date)

(Print Name – Health & Wellness Team Leader)

(Signature)

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WSCC BUDGET

Year: _____

DATE	ITEM OR SERVICE (please indicate which event this item or service is for)	AMOUNT

HEALTH & WELLNESS (H&W) TEAM LEADER LOG

School administration may select, appoint or approve a school staff person, a member of the school administration, or a parent, with a passion for having a healthy school, to serve as the champion/leader for establishing and leading the Team. To effectively facilitate the work of this Team, this individual:

- Commits 100 hours during the school year to accomplish the tasks.
- Has knowledge of and enthusiastically supports the importance of health and its relationship to learning and academic performance.
- Has strong organizational and project management skills and knowledge of the school system and community.
- Conducts effective, action-oriented meetings:
 - ⇒ keeps members motivated and on- task
 - ⇒ listens to and acknowledges all perspectives
 - ⇒ has credibility with and respects/is respected by team members, school administration and students
- Effectively communicates and engages staff, administrators, students, and parents.

Team Leader/Co-Team Leader Tasks

- Complete/submit the Team Leader Task Log as indicated by the regional agency Coordinator.
- Develop tentative meeting schedule (frequency and length of meetings).
- Facilitate at least four to six Team meetings per school year.
- Meet with the principal (or designee) to identify school health priorities and the school data that can be monitored to show improvement by the actions being taken (See WSCC Components and Outcomes).
- Recruit team members including administrator, staff, students, parent(s), community partners.
- Convene an orientation meeting for Team members on the WSCC model and the research that links learning and health; provide information about grant expectations and timelines.
- Communicate among administrators, staff and the Team; if administrators are unable to attend a Team meeting, identify a communication mechanism for providing an update after each Team meeting.
- Assist with and monitor completion of the SHI, school surveys, or other data collection tools.
- Develop a School Health Improvement Plan (SHIP) with the Team.
- At the end of the school year, debrief with Team members using the Step 6 Log (Guide, p58). and celebrate Team work accomplishments.
- Write at least one (or more as indicated) success story and disseminate to reach administrators, school board members, staff, parents and the community. Success stories are effective in gaining support and buy-in
- Manage the budget and identify or provide input to school administration on future funding opportunities.
- Monitor implementation and track SHIP progress with Team (Yr 2 and beyond).

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TEAM LEADER LOG
(100 hours per school year)

Administrative (A) - Reviewing, writing, revising or updating progress and other reports, the SHI, SHIP, school health policies or other documents

Budget (B) - Managing budget, supplies, incentives; Identifying and applying for funding

Coordination (C) - Recruiting Team members; Coordinating activities, programs, parent or youth engagement, professional services performed by others

Data (D) - Collecting, assessing, interpreting, analyzing, reporting or monitoring health and school data

Educate (E) - Educating, promoting, conducting outreach, advocating, developing information/success stories for print and social media

Meetings (M) - Attending or conducting H&W Team and school health policy meetings, conference calls, webinars, staff in-services or trainings, educational or H&W programs and activities

DATE	TASKS (use A, B, C, D, E, M) (Add details as/if needed)	TIME SPENT

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: <ul 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	The school is planning or implementing at least one of these types, or similar, family engagement activities: <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
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	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.
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	

STEP 6 LOG

Name of School:

Individual Completing the Form:

Please schedule time to debrief everything from this year with your wellness team. The lessons learned will be valuable next year when the team reconvenes.

- 1. OUR TEAM'S BIGGEST SUCCESS THIS YEAR, AND HOW WE MADE IT HAPPEN:**

- 2. OUR TEAM'S BIGGEST CHALLENGE THIS YEAR, AND WHAT WE CAN DO DIFFERENTLY IN THE FUTURE:**

- 3. NEXT YEAR, WHEN WE CONDUCT AN ASSESSMENT AND CREAT OUR PLAN, WE NEED TO REMEMBER:**

- 4. WHAT DID YOU LEARN THROUGH YOUR PARTICIPATION ON THE WSCC TEAM THIS YEAR?**

- 5. THOUGHTS ABOUT TEAM LEADERSHIP AND MEMBERSHIP FOR NEXT YEAR:**

- 6. ADDITIONAL PEOPLE/ORGANIZATIONS WE NEED TO GET INVOLVED:**

- 7. ADDITIONAL RESOURCES WE NEED TO BE SUCCESSFUL:**

- 8. PROFESSIONAL DEVELOPMENT WE WOULD LIKE TO HAVE TO HELP US CREATE A HEALTHY AND SAFE SCHOOL ENVIRONMENT AND CULTURE:**