

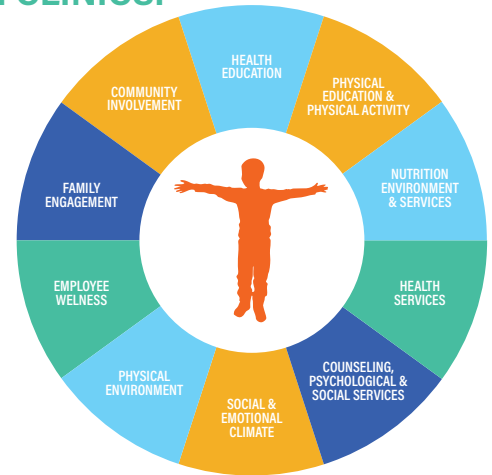
TRANSFORMATION THROUGH WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

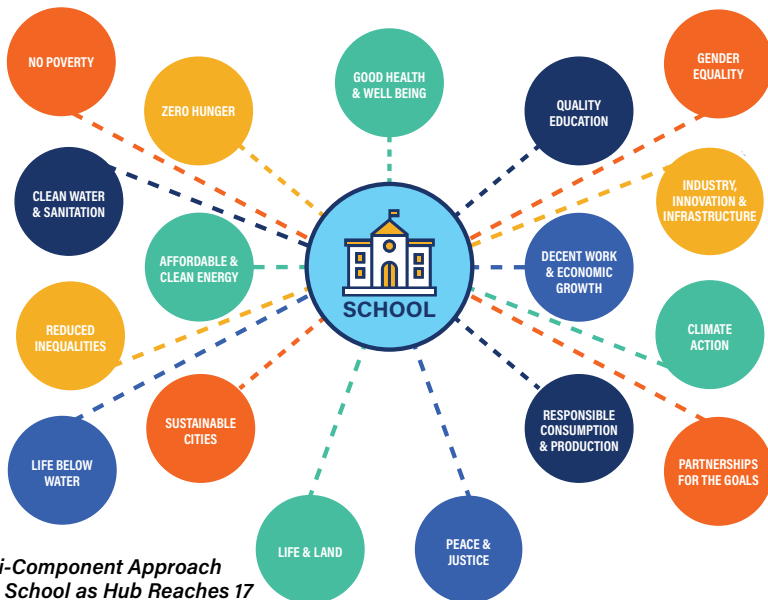
The design is to change the fabric of our nation through the family unit, community by community.

Whole School, Whole Community, Whole Child (WSCC) has become “the model and framework for aligning education, health, and the community” ([SOPHE CDC, ASCD WSCC webinar](#)).

WHEN PUBLIC SCHOOLS SERVE AS COMMUNITY HEALTH CLINICS:

1. Community Schools, synonymous with the WSCC model, are the communist school model. The State will now take care of all the child's deemed needs, subject to change.
2. Minors may be given access to medical care without a parent's informed consent.
3. Secrets may be kept from parents (by teachers, staff, or counselors).
4. The government will be even more involved in our lives:
 - Data collection
 - Maintenance of medical records (that may require permission to obtain, even if this is your child)
 - Home visits, social workers—potential to lose custody of your child (perhaps a parent is “non-affirming”)
5. Through psychological interventions related to the mental health component of “Whole Child,” counselors and social workers have one-on-one time with a child, behind closed doors, to engage with children in emotionally vulnerable states. State board licensed psychologists and counselors, in contrast, are by law unable to “get too close” to a patient.
6. The term holistic found in whole child education does not equate to natural medicine, rather it has spirituality woven into it. “Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative, and spiritual potentials” (*Effective Collaboration for Educating the Whole Child*, Kochhar-Bryant, 2010). The Fetzer Institute Social Emotional Learning tradition of the whole child satisfies the spiritual requirement, SEL being one of the components on the WSCC wheel ([Fetzer, whole child](#)).
7. The aim is to provide medical, dental, psycho-social-emotional support, counseling and even spiritual guidance through these clinics, perhaps during school hours ([CDC Virtual Healthy School](#)).
8. Under the banner of “health equity,” children/teenagers will have access to:
 - STD and HIV testing
 - Comprehensive Sexuality Education
 - Sexual and reproductive healthcare (morning after pills, puberty blockers) ([SOPHE, reproductive justice](#))
 - Mental health treatment
 - Vaccines
 - Paid for by tax dollars, government grants ([ed.gov grants](#)), as well as outside stakeholders, NGOs, agencies and funders of YOUR child. What is their agenda? (The FRESH Partnership states significant funds and staff from multiple sectors are needed for **transforming** school systems ([FRESH, transforming schools](#)).
9. “The end goal is to eventually pass bills to remove parental consent for said services, so that youth can decide for themselves (as a “right”) that they need/want these interventions” ([Logan, 2024](#)).
10. Quote from CDC and ASCD webinar, “education [has been] more around content and academics, less emphasis on health and well-being,” and they saw this as problematic, at a time when student proficiency rates keep declining ([SOPHE CDC, ASCD WSCC webinar](#)).





Multi-Component Approach
How School as Hub Reaches 17 Sustainable Development Goals

The goals of the WSCC model (what [ed.gov](https://www.ed.gov) refers to as “full service community schools”) mirror the UN Sustainable Development Goals. Through a close coordination with the U.S. government and UNESCO (1990 and 2000 Education for All Conferences), the year 2000 led to The FRESH Partnership—and these partners, along with many other global organizations, are behind the WSCC model ([FRESH](#)). The FRESH home page links to this quote: “The Commissioners were not shy in recommending “comprehensive sexuality education (CSE)” (2021 Commission report on the Futures of Education). This includes Planned Parenthood and the WHO, who may have a different idea of what is appropriate for your child (gender identity, contraception, [IPPF Technical Brief](#)).

GLOBAL HEALTH AND EDUCATION

In 2014 the WSCC model—a collaboration between the US Centers for Disease Control and Prevention (CDC) and the Academy of Supervision and Curriculum Development’s (ASCD)—was launched, although the plan dates back even earlier than this ([PATCH, 1980s](#)). It was a response to the “call for greater alignment...and collaboration between education and health to improve each child’s cognitive, physical, social, and emotional development” ([UNESCO](#)). The plan to place public school sites as central hubs of the healthcare system is not an initiative from well-meaning people in your state, but rather a scheme from on high. **The Whole Child philosophy, at its core, does not align with parents who maintain they have a fundamental right to decide how their child is educated, when and where they should be exposed to sensitive topics, when and how they should get their medical care, or from whom and where their child may receive mental healthcare if needed as determined by the parent.**

ALL FOR EQUITY (Equity = adjustments to make person A and person B equal)

Q: Do we grasp what “health equity” means in the context of children in a community school?

A: The CDC ([CDC Whole Child](#)) defines health equity here ([health equity](#)) in service of the Social Determinants of Health—a WHO agenda ([WHO SDOH](#)).

Q: Do ‘patterns of inequity’ require Culturally Responsive Teaching, which introduces racial and power dynamics?

A: The ASCD Whole Child Approach “builds culturally responsive schools” ([Jones, Miranda, 2020](#)). “[To] be a culturally responsive school, school personnel need to hold constant an awareness of the existence of inequity, intentionally working for systems knowledge, and supporting the needs of the whole child” (Jones, Miranda, 2020). *This sounds like school personnel need to develop a critical consciousness.*

Q: Where does the money and influence come from for an “equity” agenda; is this really a big deal?

A: In fact, several large global entities elevate these goals. The SoLD Alliance advocates for “Using ARP (American Rescue Plan) Funds to Redesign Schools for Whole Child Equity” ([Whole Child Equity](#)). GSoLEN (the Global Science of Learning Education Network) has direct ties to the UN SDG 4 target ([GSoLEN UNESCO](#)), and also states their mission is “to meet the learning needs of our global future and to overcome the impact of systemic inequities on learning” ([GSoLEN systemic inequities](#)). The SoLD alliance and GSoLEN come from the Learning Policy Institute which is a FRESH partner. Finally, here ([FRESH organizations](#)) is a list of a number of entities serving this agenda ([17 Ways Transforming Education](#)), including the George Soros founded Open Society Foundation.

The Community Schools model is not new, yet it continues to be an idea that usurps parental rights.