The WSCC POLICY BLUEPRINT

A guide to planning efforts around the Whole School, Whole Community, Whole Child (WSCC) Model

HEALTH SERVICES

SOCIAL & EMOTIONAL CLIMATE

COMMUNITY INVOLVEMENT

PHYSICAL ACTIVITY

HEALTH EDUCATION

BEHAVIORAL SUPPORTS

EMPLOYEE WELLNESS

FAMILY ENGAGEMENT

NUTRITION ENVIRONMENT

SAFE ENVIRONMENT

ACADEMIC • SOCIAL • EMOTIONAL • PHYSICAL • BEHAVIORAL

WHOLE CHILD

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WHY FOCUS ON POLICY?

The Whole School, Whole Community, Whole Child (WSCC) model advocates for integration across policy, practice, and process. You might wonder why schools or districts should invest time in assessing and improving their school policies. Some might be inclined to focus on practices instead. However, there are several reasons to focus on policy. Policies create accountability and document expected practices. They create an agreement among key groups (e.g., staff, families, students, community) that can be referred to in decision making. Strong and up-to-date policies can help to leverage funding and enhance sustainability of practices as new school personnel come into the system. We often find that schools and districts are doing much more than is documented in their policies. Taking a closer look at existing policies and documenting any changes in practice (e.g., implementing restorative practices, eliminating zero tolerance policies) encourages continued use of the updated practice, a key to the success of whole child initiatives.

HOW SHOULD WE COMPLETE THIS BLUEPRINT?

This blueprint can be completed in a number of ways: over a series of sessions, in a longer chunk of time over the summer or a school vacation, or as a revisit after completing the full blueprint once.

Below, we recommend a 10-session structure for completing your blueprinting work. Depending on your schedule and needs, you can modify this schedule or combine sessions. **Each session – with the exception of Session 5 – is expected to take 30-45 minutes to complete.**

Session 5, which includes completing the WellSAT WSCC 2.0, a policy evaluation tool, can be divided up amongst colleagues with expertise in each WSCC domain. In this case, each person could be allocated 15-30 minutes of work (depending on the number of WSCC domains they address). If one person completes the WellSAT WSCC 2.0, it is expected to take approximately two hours, though this can be split up over various blocks of time.

Suggested Structure to Completing the Policy Blueprint

Session and Section	Activities	Purpose
Session 1 Introduction	Review blueprint sections: • How should we complete this blueprint? • Who should complete this blueprint? • Introduction to the blueprint • Navigating the blueprint • Intro to the WSCC model Do together: Activity 1 – Build WSCC Knowledge	To gain familiarity with the WSCC model and available resources for strengthening knowledge.
Session 2 Introduction	Review blueprint sections: • What do we mean by Whole Child? • What do we mean by Whole School? • What do we mean by Whole Community? • A Note About Practices • Setting Up for Success Using the 3Es Do together: Activity 2 – Mapping Your System	To understand the rationale behind the blueprinting process and begin to think about WSCC policies and practices in your setting.
Session 3 Exploring Context	Review blueprint sections: • Intro to Exploring Context • The WellSAT WSCC • What is the History of the WellSAT WSCC? • What are the Benefits to Using the WellSAT WSCC? • What Does the WellSAT WSCC Evaluate? • Structures of the WellSAT WSCC 2.0 • An Important Note about WellSAT WSCC 2.0 Scoring Do together: Activity 3 - Practice with the WellSAT WSCC	To gain experience with a policy evaluation tool, the WellSAT WSCC, which helps you to evaluate policy alignment with the WSCC model.
Session 4 Exploring Context	Review blueprint sections: • Preparing to Use the WellSAT WSCC 2.0 with your Policies Do together: Activity 4 – Identifying Existing Policies and Resources	To compile WSCC-aligned policies in your setting, identify colleagues with expertise related to each policy, and available resources that might assist with strengthening policy.
Session 5 Exploring Context	Refer back to previous sections as needed. Do together: Activity 5 – Completing the WellSAT WSCC	To evaluate your current policies' alignment with the WSCC model.

Session 6 Evaluating Directions	Review blueprint sections: • <u>Intro to Evaluating Directions</u> • <u>SWOT Analysis activity, case study, & reflection questions</u> Do together: Activity 6 – Big Picture WSCC SWOT Analysis	To identify WSCC domains that are areas of strengths, weakness, opportunity, and tension in your policies.
Session 7 Evaluating Directions	Review blueprint sections: • <u>Transitioning from Considering WSCC Domains to Considering Individual Polices within these Domains</u> • <u>Further explanation of decisions to keep as is, de-implement, or add new language</u> Do together: Activity 7 – Zooming in to the Individual Policy Level	To identify potential areas for policy strengthening within one WSCC domain.
Session 8 Establishing Actions	Review blueprint sections: • <u>Intro to Establishing Actions</u> • <u>Weighing Urgency and Readiness to Undertake Policy Change</u> Do together: Activity 8 – Weighing Urgency and Readiness to Undertake Policy Change	To narrow down to 1-5 policy changes to pursue, with these prioritized based on urgency and readiness.
Session 9 Establishing Actions	Review blueprint sections: • <u>Action Planning activity, case study, & reflection questions</u> Do together: Activity 9 – Action Planning	To create an action plan for each policy change you are going to pursue.
Session 10 Establishing Actions	Review blueprint sections: • <u>Putting Policy into Practice activity, case study, & reflection questions</u> • <u>Celebrating your Practice Plan</u> Do together: Activity 10 – Putting Policy into Practice	To identify the practice changes that need to be made to align with revised policies.

These sessions can be completed in a number of ways. For example, consider how four schools completed their blueprinting work on different timelines and with different personnel participating in the blueprinting process.

School A	School B	School C	School D
Team of 8 staff members meets <u>monthly</u> and completes the blueprint in the 10-month school year. **Team:** 1. Principal 2. Vice principal 3. School nurse 4. Food services director 5. School psychologist 6. General education teacher 7. Special education team chair 8. **Physical education teacher**	School administrator works alone over the <u>**summer**</u>, consulting colleagues as necessary. Completed <u>**individually**</u>	Team of 4 staff members meets **bi-weekly** to complete the blueprint between October and January. **Team:** 1. Principal 2. Nurse 3. Food services director 4. Instructional coach	Administrative team uses a <u>**2-day retreat**</u> over the summer to complete their full blueprint. **Team:** 1. Principal 2. Assistant Principal 3. Assistant Principal

We encourage you to create a blueprinting schedule and plan that best suits your setting.

CSCH   WSCC **Policy** Blueprint

WHO SHOULD COMPLETE THIS BLUEPRINT?

This policy blueprint is intended for school and district leaders or teams who are interested in improving their policy alignment with the WSCC model. Leaders such as administrators may be those who work most closely with school policy. However, **to get the most out of the blueprinting process, we urge individuals** who work on the blueprint alone **to consult with colleagues and staff throughout the process**. For example, it is likely that specific colleagues will hold expertise related to various policies (e.g., director of student services, director of food services, department head of physical and health education).

This blueprint can also be completed by school or district-level teams. In this case, representation across a variety of roles and WSCC domain areas can be helpful. The Team Construction worksheet in Appendix C: Supplemental Materials can help you consider team composition and consultation while completing the blueprint.

SECTION I: INTRODUCTION TO THE BLUEPRINT

The goal of this blueprint is to set your system up for successful *implementation* and *sustainment* of Whole Child policy initiatives. As systematic and planful work is needed to facilitate successful implementation and sustainment of detailed initiatives such as the Whole School, Whole Community, Whole Child model, this blueprint focuses on guiding you through the planning phase of your initiative. We structure this planning 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 policy implementation, with a particular focus on the need for coordination and integration of efforts. This first section will 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 functioning (academic, social, emotional, behavioral, physical). Coordinated and integrated systems of learning and health are more effective and efficient facilitating positive child development, but these systems often operate in silos. This can lead to duplication and inefficiency in service delivery as well as gaps in services across areas of child development. Silos also present critical challenges to sustainable supports. **Education and health sectors must meaningfully and effectively collaborate to facilitate the success of the whole child**.

In recognition of this need, the CDC and ASCD developed The Whole School, Whole Community, Whole Child (WSCC) model. The WSCC model describes the importance of policies, processes, and practices that integrate across 10 domains relevant to positive outcomes for 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: http://www.cdc.gov/healthyschools/wscc/index.htm

WSCC **Policy** Blueprint

Key Concepts

The WSCC Model is intended to be:

- **Student Centered:** Positive development of the whole child – or student – is centered in the design of polices, processes, and practices.
- **Evidence-Informed:** 10 domains help key groups and participants organize effective efforts related to success for the student, school, and community.
- **Ecological:** The model embraces that systems must come together to facilitate positive whole child development given that students, families, and schools are embedded in broader contexts. Community plays a crucial role in implementing and sustaining practices across all domains.
- **Contextually Flexible:** The model drives alignment of efforts, yet foci are determined by priorities specific to the intended context.

WSCC Domains: A Closer Look

The 10 WSCC domains and associated definitions are listed next, with links to brief reports and videos describing each domain in greater detail. The 10 domains of the WSCC model are akin to gears: although the work undertaken in each might be of differing sizes in each school system, they work together to support system functioning and student outcomes.

WSCC **Policy** Blueprint

The 10 "Gears" to the WSCC Model

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

Example policy: Substance Use Prevention

Brief Report / Video Module

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

Example policy: Allergy Management Policy

Brief Report / Video Module

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.

Example policy: Recess Policy

Brief Report / Video Module

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.

Example policy: Cleaning Policy

Brief Report / Video Module

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

Example policy: District Wellness Policy

Brief Report / Video Module

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

Example policy: District Wellness Policy

Brief Report / Video Module

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

Example policy: Discipline Policy

Brief Report / Video Module

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.

Example policy: Parent Involvement Policy

Brief Report / Video Module

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.

Example policy: Suicide Prevention Policy

Brief Report / Video Module

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

Example policy: Community Relations Policy

Brief Report / Video Module

CSCH   WSCC **Policy** Blueprint

Activity 1 - Build 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.

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 video modules and practice briefs about (a) the WSCC model as a whole and (b) each of the 10 domains. The videos incorporate interviews with school personnel discussing how they incorporate WSCC into their practice. The introductory video module 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 1 – Build WSCC Knowledge, available in Appendix B, 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 CSCH Overview Video) and 1-2 additional resources related to domains of interest. There are many resources, but we suggest limiting yourself to a manageable about of time for this activity.

Case Study:

Introducing Mrs. Washington's Policy Blueprint work

Mrs. Washington is the principal of a mid-sized urban elementary school. Mrs. Washington has been at the school for 3 years and has been very interested in integrating WSCC approaches within the school. She decided to begin with the Policy Blueprint because it is within her sphere of influence and can be completed

independently; if pleased with the Blueprint, she plans to explore the idea of assembling a school-based team to engage in the Practice Blueprint.

Mrs. Washington has heard about the WSCC model through multiple forums (colleagues, administrator magazines, websites, and conferences) and each time sees alignment between her school's work and the WSCC domains. This has been her first opportunity to explore each of the 10 domains in any depth and to think about opportunities to improve the school's WSCC efforts.

As a former classroom teacher, she feels most familiar with the *Social and Emotional Climate* domain of the WSCC model. She also feels confident with the *Safe Environment* domain due to her responsibilities as principal. She feels less familiar with domains related to *Nutrition Environment and Services* and *Health Services* as these have traditionally been handled by other personnel (e.g., Food Services Director, Nurse) in her building.

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

What do we Mean by Whole Child?

Whole child refers to the child being placed at the center of the WSCC model (Chafouleas & Iovino, 2021). This means that the primary focus of our interventions and systems is to support healthy child development. But what is healthy child development, and how do we support it?

Healthy child development considers the whole child – that is, all the pathways that lead to the full picture of child success. Different frameworks have been developed to describe these pathways. A common thread across each is that **positive developmental relationships** are key to supporting positive developmental pathways.

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.

There is alignment across the domains of development presented in different frameworks. A whole child lens is rooted in developmental pathways, meaning that our goal is to foster opportunities for all children to reach their potential. We do this through supportive interactions with those adults who can help them along different paths and across developmental domains (Chafouleas & Iovino, 2021). For example, this might include family members, school staff, coaches, enrichment teachers, and neighbors in a child's life.

We dive into this in greater detail in our discussion of whole community next; however, the key message here is that **developmental relationships are a key driver of sustained implementation of whole child initiatives and positive child outcomes**. As positive developmental relationships are the foundation of all positive child outcomes, they need to be centered in all whole child work. Without positive developmental relationships at the center of the work, initiatives that seek to promote healthy child development in different domains of functioning are unlikely to result in desired outcomes.

REFLECT

1. What does "whole child" mean to you?
2. Which pathways of student development (e.g., academic, social, emotional, behavioral, physical) does your setting prioritize most / least?
3. In your setting, what does "whole child" look like? Are shifts needed to enable a "whole child" definition?

What do we Mean by Whole School?

Whole school refers to the systems and programs that organize WSCC work in schools. Whole school also includes support for adults within the school system to choose, implement, and evaluate services that are evidence-informed and culturally and developmentally appropriate (Chafouleas & Iovino, 2021).

The multi-tiered systems of support (MTSS) model is frequently referenced in education as a way to organize the types of services available to support students with different needs. Conceptualized as a triangle, the model organizes supports into levels of intensity based on student need. In Figure 1, a visual of an MTSS model is shown, which illustrates organization of services at universal (provided to all), targeted (provided to some), and select (provided to a few) levels of intensity. Most schools have likely seen MTSS used for academic supports, and many others may be incorporating behavioral supports into MTSS. However, as we share next, MTSS provides an overarching framework for organizing services across all domains of child development.

Figure 1. MTSS model.

Select
Intensive, individualized supports to address significant challenges

Targeted
Provision of supplemental supports to address risk and strengthen functioning

Universal
Provided to all individuals in a system, with the intent to prevent risk and promote success

As schools and districts face what can seem like an endless list of demands, it might feel overwhelming to think about incorporating the WSCC model into your setting. To help organize the work, we suggest using the familiar MTSS model. As we demonstrate next, the WSCC model can be integrated with the MTSS framework that is already familiar as a way to organize the services being delivered in your setting. The WSCC model represents a comprehensive model, organized in a compelling visual, of the

many influences on student outcomes. The MTSS triangle represents a way to work through matching services to varied levels of service intensity.

Drawing on the content of the WSCC model (the *what)* and the service delivery focus of MTSS (the *how*), we merged these models and have named this model Whole Child Integrated MTSS, or Whole Child I-MTSS. The key concepts of Whole Child I-MTSS listed next explain how we conceptualize the integration of WSCC and MTSS.

Whole Child I-MTSS: Key Concepts

- Integration of learning and health efforts to support the **whole child** is embraced as school role and responsibility
- School, community, and family **collaboration is foundational** to successful whole child work
- The WSCC model serves as the umbrella to **align initiatives** to support positive developmental pathways (academic, social, emotional, behavioral, physical)
- The MTSS framework facilitates **integration of service delivery** across levels of intensity (core, targeted, select)
- Service delivery systems are **contextually relevant** – efforts should look different across districts and even within schools in the same district
- Coordinated leadership works to facilitate **congruence across policy, process, and practice**
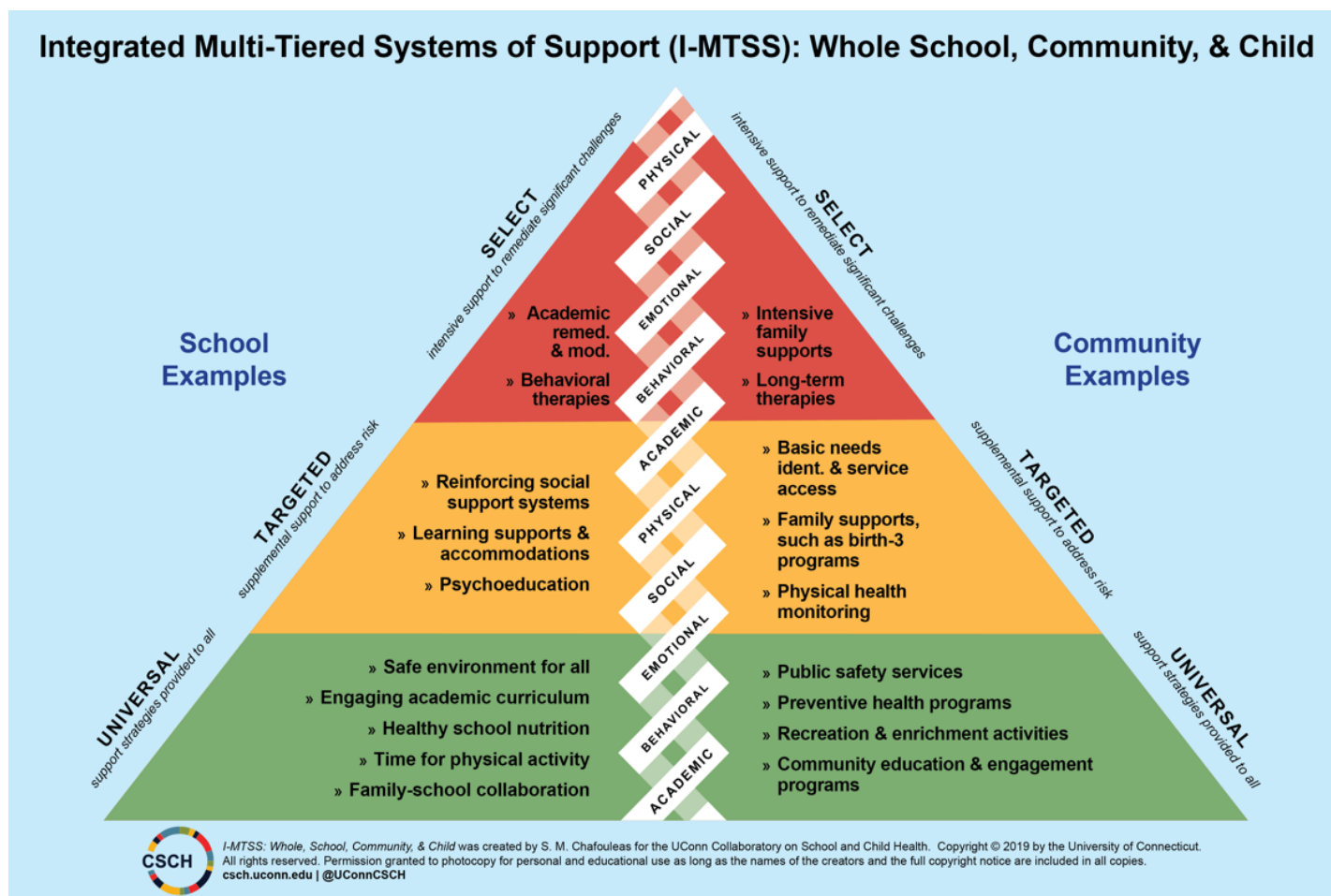
The first key concept is pivotal to WSCC work, and thus warrants some additional discussion. Embracing WSCC work means taking an expanded view of school role and responsibility (Comer et al., 2004; Maier et al., 2017). A traditional view that school systems are charged with two primary functions—instruction and administrative functions (i.e., governance/management)—does not address barriers to student learning (Adelman & Taylor, n.d.). An expanded view, one that incorporates WSCC key concepts, recognizes that health and learning are interconnected in providing the supports that enhance whole child well-being. In other words, school system functions include (1) academic instruction, (2) administration functions, and (3) health & wellness.

Whole Child I-MTSS weaves together efforts, meaning that schools purposefully attend to academic, social, emotional, behavioral, and physical developmental pathways. Schools do so, in part, by engaging in community partnerships that support the work of addressing the diversity of needs of every child. This weaving of efforts across settings is depicted in Figure 2. As shown, there is acknowledgement of multiple tiers (or levels) to service delivery in that all students and families receive appropriate intensity of

strategies to support positive development. Universal supports include, for example, facilitating safe environments and ensuring a solid core academic curriculum to establish the foundation for success. For those that need additional supports to be their best, progressively more intensive strategies designed to address risk and remediate existing challenges may be put in place – with both school and community working together to determine how best to effectively provide necessary supports for students and families. At the targeted level, for example, those students struggling to reach reading goals might be provided with additional instruction, in small group format, led a school reading specialist. At the select level, community providers might provide intensive family supports to assist in meeting the physical health goals for a student experiencing complex health needs.

Policy is key to I-MTSS as it establishes the processes and procedures for implementing WSCC practices at the universal, targeted, and select levels. Practices are likely to be fragmented and siloed without policy guiding I-MTSS efforts. Throughout this blueprint, you are encouraged to consider how your policies establish processes and procedures for implementation at the universal, targeted, and select levels.

Figure 2.

Integrated Multi-Tiered Systems of Support (I-MTSS): Whole School, Community, & Child

School Examples

SELECT — intensive support to remediate significant challenges
» Academic remed. & mod.
» Behavioral therapies

TARGETED — supplemental support to address risk
» Reinforcing social support systems
» Learning supports & accommodations
» Psychoeducation

UNIVERSAL — support strategies provided to all
» Safe environment for all
» Engaging academic curriculum
» Healthy school nutrition
» Time for physical activity
» Family-school collaboration

Community Examples

SELECT — intensive support to remediate significant challenges
» Intensive family supports
» Long-term therapies

TARGETED — supplemental support to address risk
» Basic needs ident. & service access
» Family supports, such as birth-3 programs
» Physical health monitoring

UNIVERSAL — support strategies provided to all
» Public safety services
» Preventive health programs
» Recreation & enrichment activities
» Community education & engagement programs

What do we Mean by Whole Community?

Whole community refers to connecting student-centered, or whole child, goals across settings and ecological contexts. Doing so facilitates positive outcomes at each level and for each individual, and enhances sustainability of systems, programs, and initiatives (Chafouleas & Iovino, 2021). Although positive developmental relationships serve as the foundation to decisions, high quality and sustained implementation of supports must guide decisions about whole child policies, processes, and practices – which requires the whole community.

A danger with a model as detailed as WSCC is that multiple initiatives could be adopted that each address a specific issue, leaving implementation fragmented rather than interconnected. This can lead to inefficient use of resources, difficulty sustaining any initiatives over the long-term, and missed opportunity to capitalize on the synergistic effects of coordinated efforts. But how do we organize our work in a way that supports whole child development throughout our initiatives? How do we avoid the trap of adding on "one more thing" to address a specific issue?

To promote effective sustained implementation, coordination and integration must be considered. Here we draw upon a framework often adopted in curriculum design to place intended outcomes in the decision-making process: **backwards design**. Using backward design (Wiggins & McTighe, 2005), we identify that the goal of positive whole child development will guide all our efforts. Next, before jumping to implementation, we decide how we will evaluate whether our goal of positive whole child development has been met. Identifying indicators of positive whole child development allows us to envision what success looks like. Then, we design practices that (a) lead to our goal and (b) enable synergistic effects through coordination and integration of work across WSCC domains. This roadmap is shown in Figure 3, where we start with focus on the destination (or goal), decide how to assess whether indicators of whole child development have been met, and then land at the beginning of our route to design practices that facilitate whole child development.

Figure 3. Using backwards design to create a roadmap to whole child development.

Goal: Whole Child Development

Identify: Indicators of Whole Child Development

Design: Practices that Facilitate Whole Child Development
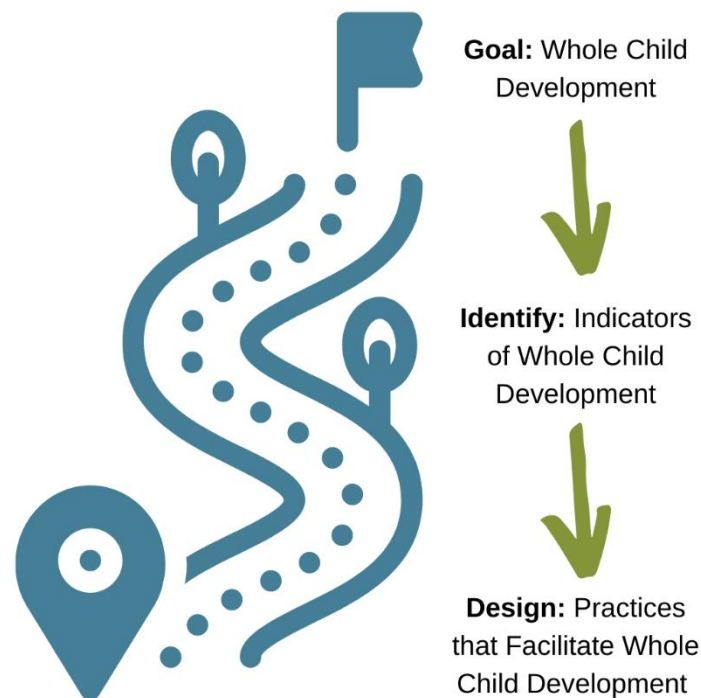
Using backwards design helps us keep focus on our goal and selected indicators of positive whole child development. Now we can turn to the practical aspects of implementation, such as securing buy-in and resource allocation. Coordination and integration of efforts occurs through a lens of ecological implementation, meaning considering implementation facilitators and barriers both within our system and within the context of surrounding systems.

Congruence theory can offer a useful visual of the considerations in ecological implementation. Shown in Figure 4, congruence refers to the goodness-of-fit between the *work* that needs to be done, the *people* who do the work, the formal *structure* of a system, and the *culture* of a system (Nadler & Tushman, 1980).

Figure 4. Congruence Model (Adapted from Nadler & Tushman, 1980).
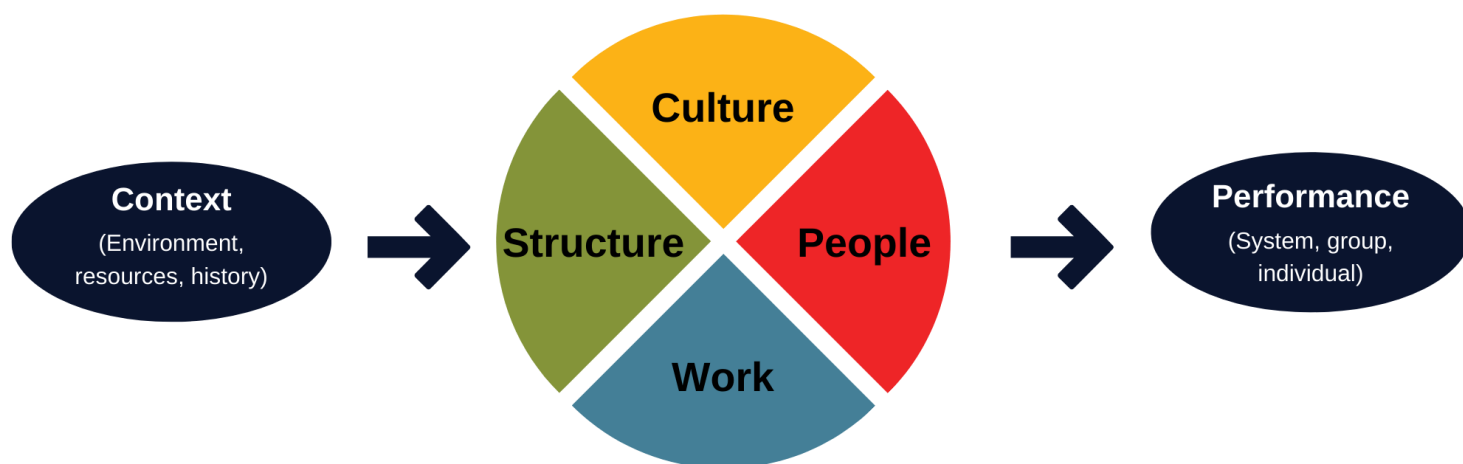
Applying the congruence model to school settings, we define the components of the model in the following ways:

- The *work* refers to the instructional, curricular, and related support tasks.
- The *structure* (school, district, state) assigns the work.
- The *people* include the personnel tasked with the responsibilities for doing the work.
- The *culture* refers to the informal structures in place, such as willingness to adapt current work, or attitudes and skills about new work.

Without congruence, practices can stall or be fragmented – leaving schools challenged with decisions about what and how to implement. Think of the game Chutes and Ladders® – when there is strong congruence, you are positioning yourself to land on ladders, leading to more efficient and successful implementation. However, when there is weak congruence, you can face setbacks – or chutes – that hinder your efforts towards positive whole child outcomes. Evaluating congruence helps us to better anticipate potential challenges and set up for success.

As an example, many schools are considering implementing restorative practices. Although this could lead to many positive outcomes, if a setting does not have the necessary buy-in from staff and families, resources to train staff, or structures in place to facilitate these practices (e.g., restorative circles), efforts are likely to stall. If this is written into policy, but not able to be implemented effectively in practice, districts may encounter several problems. Congruence provides a structure for considering whether the work, structure, people, and culture of a setting are aligned to support implementation. In addition, congruence encourages us to coordinate our policies and practices to further support student health.

> To learn more about implementing and sustaining school-based practices, we recommend visiting resources available through Sustain Collaborative.

Now that you have built foundational knowledge of the WSCC model and background information guiding this blueprinting process, it is time to apply that information to your setting!

Activity 2 - Mapping Your System

Anticipated time needed to complete this activity: 20 minutes

Your blueprinting journey begins with making a map of your system's current practices and polices aligned with WSCC. The purpose of this activity is to create a 10,000 foot view of what is already happening in your setting related to the whole child initiatives and resources. Although the majority of your work in this blueprint is focused on policies, as introduced above, coordination of policies and practices is key to optimizing WSCC efforts and supporting student health. Therefore, in this activity, we ask you to reflect on both the WSCC-related practices and policies that are present in your setting.
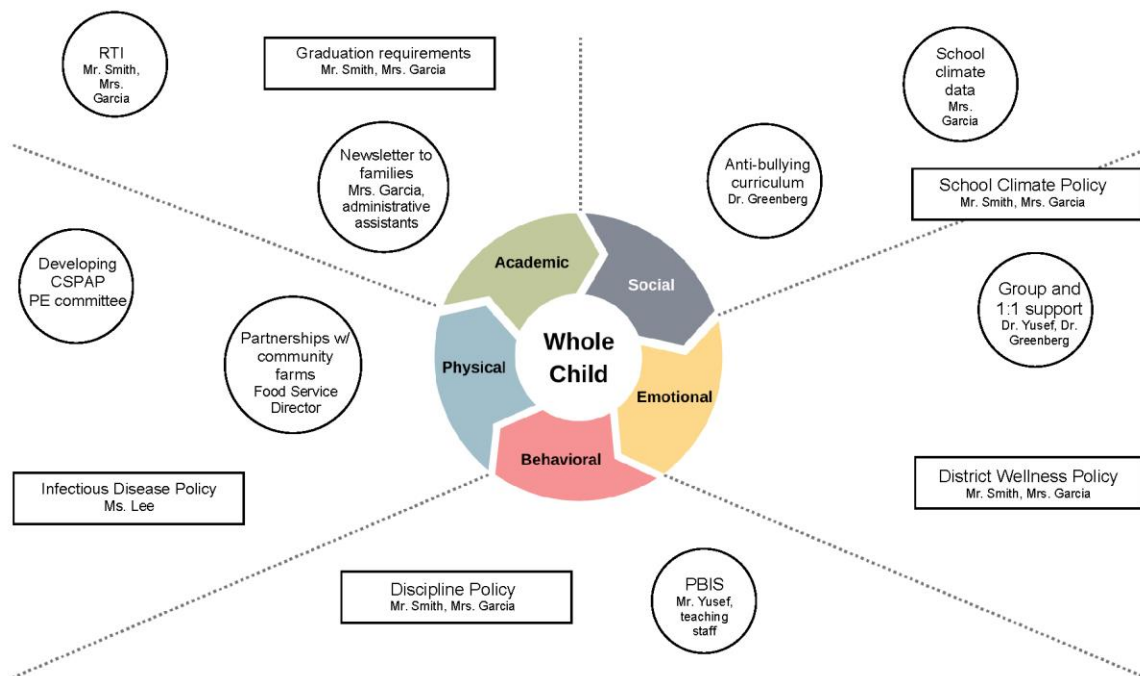
In this activity, we suggest that you:

1. Begin by defining what "whole child" means in your setting. You can use what you learned in the section above to jot down thoughts/definitions/values, etc. Record this in the center of your map.

2. For each area of student development (i.e., academic, social, emotional, behavioral, and physical), list out some practices your setting is currently using. Draw/create circles around each practice, leaving enough room to add or write additional text.

3. Then, using rectangles, do the same thing for policies. For each area of student development (i.e., academic, social, emotional, behavioral, and physical), note relevant policies that are currently in place in your setting. Draw/create

rectangles around each policy, leaving enough room to add or write additional text.

4. Finally, next to each policy and practice, write the names of people or groups (e.g., committees, departments) that have knowledge and expertise about the policy or practice.

Activity 2 - Mapping Your System activity can be found in Appendix B. A completed example is shown below.

RTI
Mr. Smith, Mrs. Garcia

Graduation requirements
Mr. Smith, Mrs. Garcia

School climate data
Mrs. Garcia

Newsletter to families
Mrs. Garcia, administrative assistants

Anti-bullying curriculum
Dr. Greenberg

School Climate Policy
Mr. Smith, Mrs. Garcia

Academic

Social

Developing CSPAP
PE committee

Group and 1:1 support
Dr. Yusef, Dr. Greenberg

Partnerships w/ community farms
Food Service Director

Physical

Whole Child

Emotional

Infectious Disease Policy
Ms. Lee

Behavioral

District Wellness Policy
Mr. Smith, Mrs. Garcia

Discipline Policy
Mr. Smith, Mrs. Garcia

PBIS
Mr. Yusef, teaching staff

Mapping Your System | csch.uconn.edu

CSCH   WSCC **Policy** Blueprint

> **Case Study:**
>
> Insights from Mrs. Washington's Mapping Process
>
> Mrs. Washington spent 15 minutes filling her map with the policies and practices that she could think of. She notices that some of the school's practices don't seem to have a related policy, but she's also fairly certain that she has not captured all of the school's policies. Without going through her files, she's not sure she could name all of them. As expected, the School Nurse, Food Services Director, and other personnel are named for various policies and practices related to their roles. Mrs. Washington is feeling ready and excited to take a deeper dive into how she can facilitate improvement in her school's WSCC-related efforts!

A Note About Practices

As part of Mapping Your System, you took stock of many of your whole child practices. Moving forward in this blueprint, we will focus on WSCC-related **policies.**

We want to highlight, however, that we strongly recommended completing the blueprinting process for both practice and policy, as this will help paint a picture of the level of coordination (i.e., congruence) across what you are supposed to be doing (policy) and what is actually happening (practice). Leadership teams should include school personnel in their practice blueprinting work, as they

> Interested in diving into practice? Check out the WSCC Practice Blueprint.

offer unique knowledge about the practices that are being implemented and potential facilitators and barriers to the adoption of new initiatives. The practice blueprint contains more detailed information about creating this team.

It is ideal for practice and policy changes to occur in parallel – that is, when changes are made to our policies in schools, our practices should adjust accordingly to ensure that what we are doing aligns with our messaging and stated responsibilities. For example, if we have decided to update our discipline policy in favor of a positive, restorative approach, we will want to ensure that our school discipline practices minimize zero tolerance or exclusionary discipline practices, such as suspensions or expulsions. Documenting these practice changes in policy can also help to encourage use of the new practice, as there is now some accountability behind it via school policy. It also enhances sustainability as new school personnel come into the system.

Setting Up for Success through Exploration and Preparation using the 3E's

These 3Es of Whole Child I-MTSS, briefly introduced here and described in the next section, are grounded in implementation science, and are designed to effectively guide your system through *exploration* and *planning* activities that seamlessly transition to *implementation* and, ultimately, *sustainment* of Whole Child I-MTSS initiatives. Taking these steps can help to ensure that initiatives don't fall by the wayside, and that we avoid the aforementioned trap of adding on "one more thing" or ending up with multiple siloed efforts.

Exploring Context

Identifying strengths and needs related to educating the whole child

Goal: to recognize existing areas of strength and need and how existing work aligns with the WSCC model

Evaluating Directions

Examining opportunities to strengthen whole child initiatives by implementing, refining, or de-implementing

Goal: to prioritize areas of focus and identify potential directions

Establishing Actions

Planning for success by identifying action steps, addressing anticipated barriers, and creating plans for monitoring implementation

Goal: to define specific project goals, plan action steps, consider potential barriers, and monitor progress

SECTION II: THE 3ES OF WHOLE CHILD I-MTSS

STEP 1: Exploring Context

Exploring Context

Identifying strengths and needs related to educating the whole child

Goal: to recognize existing areas of strength and need and how existing work aligns with the WSCC model

As noted previously, we know that likelihood of sustainable change for any initiative is not automatic and should not be expected to happen quickly. Instead, successful, sustainable change generally takes at least 3-5 years in schools (Fixsen et al., 2005; Metz et al., 2015). Many schools experience false starts or a revolving set of initiatives that never take hold. **Systematic and planful work is a necessary prerequisite to successful change** and can help to prevent false starts and unsuccessful implementation. Thus, this early part of the planning blueprint has you gather background information that will inform your planning and implementation efforts. We call this stage **exploring your context**.

The activities in this section address two key goals:

1. Identifying existing policies that address WSCC domains
2. Recognizing areas of strength and current and future needs

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TIP

If you are new to the WSCC model and have not already done so, we encourage you to read the Introduction to the WSCC Model and complete Activity 1 – Build WSCC Knowledge to learn important definitions and foundational principles of engaging in this work.

The WellSAT WSCC

One tool that you can use to identify areas of strength and current and future needs in your policy is the WellSAT WSCC 2.0. In this section, we describe the WellSAT WSCC and how to use it. Then, we introduce an activity in which you have the opportunity to use the WellSAT WSCC 2.0 with a sample policy that we have selected. We provide guidance on how to navigate and use the WellSAT WSCC 2.0 to score this policy, as well as explanations of how we scored this policy. This will give you an opportunity to explore the platform and gain experience coding a policy before diving in to score your own policies.

The WellSAT WSCC 2.0 is an evaluation tool aligned with the Whole School, Whole Community, Whole Child model and developed jointly by the UConn Collaboratory on School and Child Health (CSCH) and the UConn Rudd Center for Food Policy & Obesity. It is designed to assist users in applying a comprehensive and integrated lens to school policy evaluation, and is available in paper or online formats.

The WellSAT WSCC tool is designed to assist users in applying a comprehensive and integrated lens to school policy evaluation and allows for the evaluation of both the **comprehensiveness** and **strength** of school policies. Because integration of the WSCC domains within and across school policies and practices is foundational to the WSCC model, school districts are provided with instructions on assessing *all* their relevant policies. Through use of the WellSAT WSCC, school districts can assess the alignment of their written policies and their school and district practices with identified best practices and policies. This enables districts to identify areas of strength, areas in need of improvement, and opportunities for increased integration across domains.

More information about the history and development of the WellSAT WSCC is available online.

> If your school or district uses the CDC's School Health Index (SHI) to evaluate policy, that can be used here in place of the WellSAT WSCC.

What Does the WellSAT WSCC Evaluate?

The WellSAT WSCC evaluated the ten domains of the WSCC model as well as two additional domains that assess integration and wellness promotion across domains.

Domain	What is Assessed	Relevant Policies
Physical Activity	Comprehensive strategies to facilitate student physical activity	• District Wellness Policy • Recess Policy
Nutrition Environment and Services	Facilitation of healthy eating by providing nutritious food options, education, and messages	• District Wellness Policy
Health Education and Nutrition Education	Experiences and opportunities to help students learn information and skills that facilitate healthy behaviors	• Curriculum and Instruction Policy • Sexual Health Education Policy • Substance Use Prevention Policies
Social and Emotional Climate	Bullying prevention and intervention, school climate monitoring, and social emotional learning standards	• Bullying Policy • Student Discipline Policy • Student Code of Conduct
Safe Environment	Physical condition of school buildings; protection of students from physical and psychological threats and injuries	• Cleaning Policy • Green Cleaning Policy • School Safety • Emergency Preparedness Policies • Construction/ Remodeling Policies • Pesticide/ Hazardous Material Policy
Health Services	Preventive care and management of students' acute and chronic health conditions	• Health Services policy • Responding to Communicable Disease Policy • Allergy Management Policy • Overdose Prevention • Chronic Disease Management Policies
Behavioral Supports	Supports for the social, emotional, and behavioral well-being of students	• Suicide prevention • Responding to student substance use • Student discipline/code of conduct

Domain	What is Assessed	Relevant Policies
Employee Wellness	Personalized health programs that address the health and well-being of the staff	- District wellness policy - Tobacco use policy
Community Involvement	Resource sharing and volunteer opportunities through partnerships with groups, organizations, and businesses in the community	- District wellness policy - Community relations - Graduation requirements (e.g., volunteering or service-learning components)
Family Engagement	Family-school partnerships that actively support the successful development of students	- District Wellness Policy - Parent involvement - Community relations
Integration, Implementation, Communication, and Evaluation	Successful integration, implementation, communication, and evaluation of district wellness policies	District wellness policy
Wellness, Promotion, and Marketing	Policies concerning staff wellness, use of physical activity as a reward and not as a punishment, and food marketing in school buildings	District wellness policy

Structures of the WellSAT WSCC 2.0

The WellSAT WSCC 2.0 can be completed by individuals or by teams. For example, various WSCC domains could be delegated to personnel or teams with expertise in that area (e.g., Health Services to the school nurse). These individuals or teams may be more familiar with the relevant policies and dividing up the work reduces that amount of time any one person needs to dedicate to completing the evaluation. It may also open opportunities for brainstorming and collaboration in your efforts to strengthen your WSCC-related policies.

> **If using a team approach** to completing the WellSAT WSCC 2.0, users will need to create one account and share the credentials with any colleagues contributing to the evaluation.

Importantly, the WellSAT WSCC 2.0 is a single sign-on system. Users will need to create one account and share the credentials with any colleagues completing a part of the assessment.

CSCH   WSCC **Policy** Blueprint

Throughout the WellSAT WSCC 2.0, the **icons** below are used to signal key information to users.

Items that are part of the latest federal regulation; also include direct quotes from the final rule in the scoring guidance

Items that address the "Farm to School" components of education, school gardens, and procurement

Items that address the CSPAP (Comprehensive School Physical Activity Plan) components of physical education, physical activity before and after school, physical activity during school, staff involvement, and family and community engagement

Items or sections that are also included in the WellSAT 3.0 measure

The WellSAT WSCC 2.0 guides users through evaluating their policies in each the 12 domains outlined above. Users are presented with 3-12 items in each domain and are asked to score their school policies using this scale:

WellSAT WSCC 2.0 Scoring		
0	**Not Mentioned**	The item is not included in the text of the policy.
1	**Weak Statement**	The item is mentioned, <u>but</u> • The policy will be **hard to enforce** because the statement is **vague, unclear, or confusing**. • Statements are listed as **goals, aspirations, suggestions, or recommendations**. • There are **loopholes** in the policy that weaken enforcement of the item. • The policy mentions a **future plan to act without specifying** when the plan will be established. Words often used include: *may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try*
2	**Meets Expectations**	The item is mentioned and it is clear that the policy makers are committed to making the item happen because: • **Strong language** is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, responsibility, comply and enforce. A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is **clearly stated** (e.g., "shall encourage teachers to role model healthy behaviors").

An Important Note about WellSAT WSCC 2.0 Scoring

The WellSAT WSCC 2.0 is intended to be a *tool* for schools and districts to evaluate their school policies. Even amongst school policy experts, we find variation in the scores that users give to various policies. This variation is not often confusion between a 0 and 2, but instead differentiating between a 0 and 1, or a 1 and 2.

It is less important that you score your policy exactly as someone else would score it (i.e., a "right" answer), **and more important** that you use this as a tool to flag and alert you to policies that could be strengthened.

You are unlikely to revisit items for which you award a score of 2. You have identified that you are strong in these areas of policy. Therefore, if you wish to revisit the item – or see opportunities to strengthen the policy based on language provided in the WellSAT WSCC 2.0, you might award a score of 1. In addition, if you marginally meet an expectation (e.g., including one key group when the item asks about including the voice of key groups such as staff, families, and students), you might consider scoring yourself a 0 or a 1 to flag this item as a potential area of improvement.

TIP

Several additional resources are available to support your use and understanding of the WellSAT WSCC 2.0. These include a UConn CSCH Podcast Episode, CSCH Brief, User Manual, Coding Guide, and Scoresheet.

Activity 3 – Practice Using the WellSAT WSCC

Anticipated time needed to complete this activity: 20 minutes

Before you begin evaluating your own policies, it can be helpful to practice navigating the WellSAT WSCC platform. The WellSAT WSCC 2.0 is an evaluation tool aligned with the Whole School, Whole Community, Whole Child model. It allows users to assess the strength and comprehensiveness of their integration of the WSCC model into their policies. Based on feedback from school personnel, we have created a short practice activity to build your understanding of the platform before having you assess your own policies. The practice activity offers you the opportunity to use the platform to assess one sample policy (provided) and to compare your scores to an answer key. When completing the WellSAT WSCC for your own policies, you will be encouraged to evaluate all of your WSCC-related policies (which you will gather in Activity 4) - without an answer key! We encourage you to take this opportunity to learn about the platform as your results in the next step will inform the rest of your blueprinting work.

> Since there are many parts to the WellSAT WSCC platform, we encourage you to take this opportunity to learn how to use it before evaluating your own policies in Activity 5.
>
> If you are familiar with the WellSAT WSCC, you can proceed to Activity 4.

Activity 3 – Practice Using the WellSAT WSCC can be found in Appendix B.

Case Study:

Mrs. Washington's Practice Using the WellSAT WSCC

Mrs. Washington spent 20 minutes getting familiar with the WellSAT WSCC platform as she scored the sample Social and Emotional Climate policy that was provided. The step-by-step instructions and screenshots helped her to know that she was in the right place, and she was happy to have taken this time to get familiar with the platform before embarking on scoring her own school's policies.

Mrs. Washington also noticed that some of the scores she gave to the sample Social and Emotional Climate policy differed from those provided in the Answer Key. The differences were primarily by 1 point and the scoring explanations provided helped her to understand the differences in scoring. She reread the "An Important Note About WellSAT WSCC 2.0 Scoring" above to confirm that these variations in scoring are not a concern – rather, the reflections and insight that the scoring process offers is more important!

Mrs. Washington is excited to use the tool to evaluate her own policies next!

Preparing to Use the WellSAT WSCC 2.0 with Your Policies

Now that you are familiar with the WellSAT WSCC 2.0 tool, it is time to prepare to complete the WellSAT WSCC 2.0 with your own policies. To do so, you will need to gather your current policies. This includes **school, district, and school board** policies, any superintendent **regulations,** and any administrative **guidelines.** It can be helpful to organize your thinking around policies related to buildings, students, staff, and curriculum. Policies are often located on school or district websites or with school or district administrators.

This next activity, Activity 4 – Identifying Existing Policies and Resources – leads you through the process of identifying your policies related to each WSCC domain. To get you started, we list common policies that may be present in your setting.

Activity 4 - Identifying Existing Policies and Resources
Anticipated time needed to complete this activity: 25 minutes

An important part of exploring your context is taking stock of your current policies. Schools and districts commonly have dozens of policies. Many of these are well-implemented, whereas others are outdated or no longer aligned with school practices. This activity is intended to give you a "lay of the land," orienting you towards the WSCC-related policies that already exist in your setting. You will need these in the next step, in which you complete the WellSAT WSCC 2.0 to evaluate your current policies' alignment with the WSCC model.

> This activity is intended to give you a "lay of the land," orienting you towards the WSCC-related policies that already exist in your setting.

This activity also includes resource mapping, identifying the people in your setting most knowledgeable about your existing policies and any resources that may generate support for specific policy revisions. Considering potential resources at the universal, targeted, and select levels can be one way to expand your brainstorming. This activity also provides an opportunity to begin to notice gaps in your policies or opportunities to strengthen existing policies.

Activity 4 – Identifying Existing Policies and Resources is available in Appendix B. A completed example is included below.

Domain	Current Policies (circle or highlight those you have, cross out those you don't have, add any others)	Within my setting, who has expertise related to this policy? (From whom can I ask for help to understand this policy and its history?)	What other resources might be available related to this policy? (e.g., state initiatives, district focus, grant funding, professional learning opportunities)
PHYSICAL ACTIVITY	• District Wellness Policy • Recess Policy • •	School Nurse, Superintendent, Food Services Director	New bike path in town
NUTRITION ENVIRONMENT	• District Wellness Policy • Free and Reduced Price Food Services Policy • Meal Charge Policy	Superintendent, Food Services Director	Waivers to provide all students free breakfast and lunch
HEALTH EDUCATION	• Curriculum and Instruction Policy • Sexual Health Education Policy • Substance Use Prevention Policies • Teaching About Alcohol, Drugs, and Tobacco Policy • Health Education Policy • Parental Notification Relative to Sex Education Policy	Physical Education teacher, middle and high school health teachers	Could be resources related to opioid epidemic – maybe more relevant to middle/high school
SOCIAL & EMOTIONAL CLIMATE	• Bullying Prevention Policy • Student Discipline Policy • Student Code of Conduct • School Climate Policy	Me, administrative assistant, fellow elementary principals	Recent work to collect school climate survey data

Identifying Existing Policies and Resources | csch.uconn.edu

TIP

It can be helpful to hold onto this activity as a central document of your WSCC-related policies for future reference. You might also appoint someone to keep this list updated as policies are adopted, updated, or de-implemented.

We return to Mrs. Washington's efforts to see how she did identifying her school's existing policies, personnel with knowledge related to the policies, and any potential resources that might help Mrs. Washington to strengthen attention to whole child development in the school's practices.

Case Study:

Mrs. Washington's Efforts to Identify her School's Existing Policies

As she anticipated when completing the Mapping Your System activity, Mrs. Washington was able to identify several more policies that her school has in place by reviewing her school's website, district's website, and her computer files. Mrs. Washington found that her school had several of the example policies provided in the activity, though sometimes with slightly different names. She also found that recording the names of policies by WSCC domain reminded her of other policies that her school has in that area.

Mrs. Washington was able to identify one or more staff members who would likely have knowledge related to each policy. In the cases of recent staff turnover, she was able to identify staff members at other schools or the district level who might be able to provide additional insight or support if needed. Mrs. Washington also jotted down a few resources that might be available to support this work; though she didn't identify many, the ideas got her thinking about what might be able to come of this work!

Finally, in gathering policies and completing the reflection questions, Mrs. Washington realized that her school has an outdated cleaning policy that is still in effect. The school and district adopted a new policy in response to the COVID-19 health pandemic, and it seems that they did not remove the previous policy from their websites and documentation. Mrs. Washington makes a note to follow up with her district-level administration team about this.

As you wrap up Activity 4 - Identifying Existing Policies and Resources, you might consider:

REFLECT

1. Was it easy to locate your policies? Did you find policies that you had forgotten about or are unfamiliar with? Is this an opportunity to strengthen your knowledge of these policies?

2. Were you able to identify key personnel that you can consult with about these policies if needed?

3. Did you identify any potential resources that might help you to strengthen your policies' alignment with the WSCC model? Would these potential resources help you at the universal, targeted, or select level?

Activity 5 - Completing the WellSAT WSCC

Anticipated time needed to complete this activity: If divided up amongst colleagues with expertise in each WSCC domain, each person could be allocated 15-30 minutes of work (depending on the number of WSCC domains they address). If completed individually, 2 hours, which can be broken up over multiple blocks of time.

Next, you will complete the WellSAT WSCC, a comprehensive school policy evaluation tool that can be used to evaluate existing alignment with the WSCC model. We often find that schools and districts are stronger in their practices than written policy; therefore, we do not want you to be discouraged if your results are less than ideal! The rationale for codifying our practices into policy documents is to establish expectations that when things change (e.g., change in leadership), other pieces (e.g., supporting the whole child) remain constant. Thus, it is important to undertake honest evaluation of your current policies; remember that evaluation is a means of identifying strengths and planning forward to document and strengthen practices that you are already doing.

The WellSAT 3.0, upon which the WellSAT WSCC 2.0 was developed, has supported districts in strengthening their School Wellness policies for the past 20 years. Research has found that the WellSAT 3.0 has led to improved wellness policies amongst users. We bring this momentum to the WellSAT WSCC 2.0, anticipating that it will assist users in strengthening attention to WSCC practices within policy.

The WellSAT WSCC is available in two ways: an online platform or a printable paper/pencil version, complete with a user manual, coding guide, and scoresheet. There is no cost for you to use the WellSAT WSCC 2.0.

To complete the WellSAT WSCC 2.0, you will need to reference the policies that you identified in Activity 4 – Identifying Existing Policies and Resources.

Case Study:

Mrs. Washington's Dive into Policy Using the WellSAT WSCC

Completing the WellSAT WSCC was eye opening for Mrs. Washington! She had not considered some of the items before nor had she previously analyzed the wording of her school's policies so closely. Most importantly, she realized that some of the school's well-established practices are not codified anywhere in their policies, and that they have room for improvement in several of the domains.

Mrs. Washington's head is swirling a bit, and she's relieved to know that there are structured activities in the next section to help her process the WellSAT WSCC results and evaluate potential directions for her school's next steps.

Mrs. Washington jots down a few notes for herself: can improve *Social and Emotional Climate*; restorative practices?; new nurse – dissemination to families; equity

STEP 2: Evaluating Directions

Evaluating Directions

Examining opportunities to strengthen whole child initiatives by implementing, refining, or de-implementing

Goal: to prioritize areas of focus and identify potential directions

Now that you have taken stock of the WSCC-related policies in your setting, it's time to evaluate potential next steps in your adoption, updating, or de-implementation of policy. In this section, you will first have an opportunity to process your WellSAT WSCC results by identifying strengths, weaknesses, opportunities, and tensions in establishing WSCC-aligned policies in your setting. We will approach this work with a lens towards equity, considering how our policies facilitate access, diversity, and inclusion of school community members.

The goal in this section is to narrow in on one WSCC domain as an area of focus and then evaluate potential directions with your policies in this area.

Considering how policies promote equity across elements of identity (e.g., race, gender identity) as well as learning needs (e.g., instruction or support at universal, select, or targeted levels) can be a first step to identifying opportunities to strengthen attention to equity in your policies. Next, you will zero in on one WSCC domain as an area of focus for the remainder of your blueprinting work. This is not intended to limit your efforts or discourage integration across domains; instead, it is intended to serve as a manageable starting place for exploring potential directions to strengthen your policy.

Access – connecting to personalized resources (i.e., all invited to the room)

Diversity – supporting presence of differences (i.e., all welcomed and represented)

Inclusion – participating meaningfully (i.e., all experience belonging and feel valued)

Activity 6 – Big Picture WSCC SWOT Analysis

Anticipated time needed to complete this activity: 15 minutes

If you have experience in the corporate world, you may have conducted SWOT analyses. A SWOT analysis allows us to identify **s**trengths, **w**eaknesses, **o**pportunities, and **t**ensions. This is used to identify priority areas for improvement, and in the context of WSCC blueprinting, we specifically center on policies related to the whole child.

In this SWOT analysis, using your WellSAT WSCC 2.0 results, we suggest that you identify **WSCC domains** that are areas of policy **strength**, **weakness**, **opportunity**, and **tension** in your setting.

> After completing your SWOT Analysis is an excellent time to seek input and feedback from various groups (e.g., staff, families, students) in your setting!

After completing your Big Picture WSCC SWOT Analysis, you'll want to seek feedback from others in your setting. Determine whether their perceptions of strengths, weaknesses, opportunities, and tensions related to WSCC policy in your setting align with those that you have identified.

Activity 6 – Big Picture WSCC SWOT Analysis is available in Appendix B. The example below shows Mrs. Washington's completed SWOT analysis.

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Tensions

Strengths
- Nutrition Environment and Services
- Safe Environment
- Behavioral Supports

Weaknesses
- Social and Emotional Climate
  - School Climate Policy, Discipline Policy
- Health Services
  - Send preventative health resources home?

Opportunities
- Social and Emotional Climate
  - School Climate Policy, Discipline Policy
- Health Services
  - Send preventative health resources home?

Tensions
- Can't ask staff to do more
- Minimal PD time available to support new initiatives

SWOT Analysis | csch.uconn.edu

WSCC **Policy** Blueprint

Case Study:

Mrs. Washington's SWOT Analysis

Strengths

Based on her WellSAT WSCC results, Mrs. Washington identified the following domains as strengths in their current policies: *Nutrition Environment and Services*; *Safe Environment*; and *Behavioral Supports.* She was excited to see that they currently address many of the WellSAT WSCC items within their policies.

Weakness and Opportunity: Social and Emotional Climate

Mrs. Washington first recognized areas of weakness and opportunity in the domain of *Social and Emotional Climate.* For example, Mrs. Washington realized that her recent efforts to improve the administration and sharing of the school climate survey should be recorded in policy. Over the past two years, Mrs. Washington has administered the school climate survey to students, families, and staff and held listening sessions in which she shared the survey results and listens to feedback from the respective groups. In addition to translating the survey into multiple languages, Mrs. Washington has also paid the school's per diem translators, who have strong relationships with many of the school's families, to work as liaisons to encourage widespread family participation in the survey. In completing the WellSAT WSCC, Mrs. Washington realized that these practices are not reflected in the school's policies.

The *Social and Emotional Climate* section of the WellSAT WSCC also asked about the minimization of exclusionary disciple practices. This led Mrs. Washington to realize that the school's Discipline Policy still contains "zero tolerance" language that is no longer enforced. Instead, the school has adopted the practice of not suspending or expelling any K-2 students and working to minimize exclusionary discipline in grades 3-5. Mrs. Washington meets monthly with her assistant principal and school psychologist to review the school's discipline data (i.e., office referrals and subsequent actions taken) to identify students and staff members that may be in need of further support. They also disaggregate this information by race, ethnicity, sex, and disability status to assess for disproportionality. Mrs. Washington had introduced these practices in her school and realizes that they are not recorded in policy. Mrs. Washington has been interested in adopting a more universal approach to restorative practices, which could also be recorded in policy, but she has not yet taken steps to select an approach or identify potential trainers for staff professional learning. This could be a potential opportunity for growth.

Weakness and Opportunity: *Health Services*

Mrs. Washington also identifies an area of opportunity in the *Health Services* domain. Completing the *Health Services* domain of the WellSAT WSCC reminded Mrs. Washington of her interview with the new school nurse, Mrs. Tobin. In her interview, Mrs. Tobin had relayed many examples of how she previously shared preventative health information with families. She expressed interest in adapting these resources for this

school's community. Mrs. Washington wonders if she might follow up with Mrs. Tobin to gauge her continued interest in this work. If Mrs. Tobin agreed, Mrs. Washington considers how she could add language to the school's Health Services Policy, specifying that the school nurse will provide preventative health resources (e.g., pamphlets, flyers) to students and families at least three times per year.

Mrs. Washington noted that scores on the *Family Engagement* domain were also low, but wonders how they would improve if she were to incorporate her work on the school climate survey and the dissemination of preventative health information into policy.

Tensions

Lastly, Mrs. Washington noted that tensions related to this work are not wanting to ask her staff to do more than they already are – she knows that they are working very hard to manage their current responsibilities and does not want to ask more of them without replacing or streamlining responsibilities. In an effort to support staff, the district has also decided that some professional development time will be used for staff to complete existing responsibilities (e.g., completing report cards), so Mrs. Washington recognizes that she has less professional development time available for new learning this school year.

Mrs. Washington recognizes that she should confirm these observations and reflections with others. She decides to first share a summary of her work so far and completed SWOT Analysis with her grade level leaders – which includes representation from each grade level, special education, related arts, and student support personnel. She often utilizes this team to share information and seek feedback from the broader staff. She decides to follow up afterwards by briefly sharing her work at the next staff meeting to ensure that all have an opportunity to learn about and provide feedback. Lastly, she makes plans to share the work at the next PTO meeting as well. Together, she hopes that these efforts will provide her ample and representative feedback on potential areas of focus and anything she has missed.

Before proceeding, we encourage you to consider the following questions:

REFLECT

1. Do you see opportunities for strengthening policy in the WSCC domains that you identified as current areas of weakness? How would these support practices at the universal, targeted, or select levels?

2. Do local, state, or federal priorities align with any of your areas of weakness or opportunity?

3. As you complete your blueprinting work, what do you need to keep in mind in relation to the tensions that you identified?

Transitioning from Considering WSCC Domains to Considering Individual Policies within these Domains

Choosing a WSCC Domain of Focus

Thus far, we have organized our thinking by WSCC domains. Next, we are going to transition to thinking about individual policies within these domains.

After completing your Big Picture WSCC SWOT analysis, we recommend identifying WSCC domains for follow up (e.g., those identified as weaknesses or opportunities). Then, share these areas with others to gain insight and feedback on which are the greatest priorities in your setting.

> To maximize the potential for success, consider choosing a WSCC domain of focus that aligns with current school and district goals. Then, confirm this choice with others!

We recommend choosing **one WSCC domain of focus** for the remainder of your blueprinting work. We hope that you will complete the blueprinting activities multiple times; for this first pass, we suggest choosing one WSCC domain as a manageable starting place. Then, you can return to blueprint for additional domains that are areas of weakness and opportunity.

To streamline your work and optimize the potential for successful implementation, you might consider choosing a domain that is aligned with current school, district, or state areas of focus.

Considering Policies Within your Chosen WSCC Domain

Then, we are going to **consider each of the policies** that you have within this domain more closely. You'll be led through activities to consider whether to keep existing policies as they are, update, de-implement, or add new language or policies.
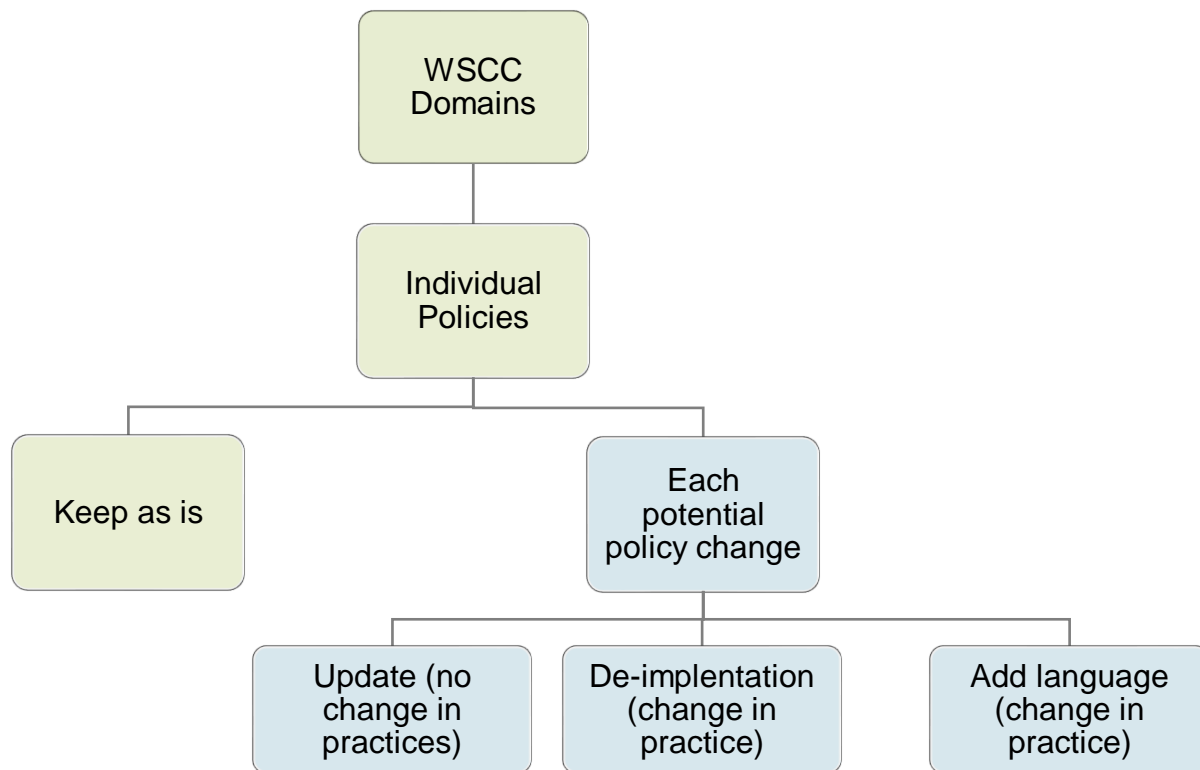
You may consider multiple changes to a policy and we will want to **view each of these changes individually.** For example, in her Discipline Policy, Mrs. Washington is considering (1) updating the policy to include practices related to minimizing the use of exclusionary school discipline and associated disproportionality, (2) updating to remove zero-tolerance language, and (3) adding language related to restorative practices.

An important distinction in these potential policy changes is whether they **require a change in existing practices.** We make this distinction because policy changes that require associated practice changes require greater effort and resources to implement than those that are simply documenting existing practices into policy.

To provide examples, Mrs. Washington's idea to document her work related to reducing exclusionary discipline does not require changes in practices. The practices are already in place; she would simply be updating school policy to reflect these practices. The same is true for removing language related to zero tolerance; this policy language is no longer enacted in Mrs. Washington's school. Although they require less work to adopt, these updates are still very important! Documenting current practices within policy promotes sustainability of practices when staffing or priorities shift.

On the other hand, Mrs. Washington's idea to add language about using restorative practices would require a change in practices. Mrs. Washington would need to arrange for qualified professional learning for her staff and set up appropriate structures to support this work. To put the policy into action, her staff would need to adopt these practices. This is also a potentially valuable policy change, but **requires some additional considerations** as it requires **changes in practices.**

To provide a bird's eye view, the image below shows the various considerations we might make.

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                    ┌──────────────┐
                    │    WSCC      │
                    │   Domains    │
                    └──────┬───────┘
                           │
                    ┌──────┴───────┐
                    │  Individual  │
                    │   Policies   │
                    └──────┬───────┘
              ┌────────────┴────────────┐
      ┌───────┴──────┐          ┌───────┴──────┐
      │  Keep as is  │          │     Each     │
      │              │          │   potential  │
      │              │          │ policy change│
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Let's first take a closer look at why you might make each of these decisions:

Keep as is: The policy is clear, up to date with current practices, explicitly addresses measures to promote equity, and is generating favorable and equitable whole child outcomes.

Each potential policy change: Again, we emphasize that each policy may have multiple potential changes. Each potential change to a policy should be considered individually as they each might require a different amount of resources for successful implementation. Each potential policy change might be:

> **Updates that do not require a change in practices:** There is a need to document existing whole child practices or remove language that duplicates or contradicts other policies and is no longer in effect. Updates do not require a change in practices; the desired practices are already in place.

> **De-implementation that requires a change in practices:** Discontinuing existing policy and associated practices because it is not generating the intended impact or is producing adverse consequences. De-implementing requires a change in practices.

Adding new language that requires a change in practices: You might add new language to improve equitable outcomes or strengthen whole child practices. In most cases, you will add new language to an existing policy. However, in some cases, you may need to create an entirely new policy; this is most common when state or federal legislation requires the adoption of a new policy.

Further explanation of decisions to keep as is, update, de-implement, or add new language

Keep As Is

In many cases, you might choose to keep a policy as is. Your work to evaluate this policy using the WellSAT WSCC 2.0 is valuable and gives you a strong sense of the language that exists in your policy. You might revisit this policy later to reevaluate its relevance to your setting and subsequent opportunities for strengthening.

Updates (do not require changes in practice)

We expect that policy updates will be a common outcome of this blueprinting process. Policy updates most often document existing whole child practices into policy. In these cases, this close look at your policies provided you an opportunity to recognize gaps in your policy that are currently being addressed in practice. Documenting these practices into policy is an important step to strengthen their use and sustainability when staffing or priorities shift.

Updates may also include removing language that is no longer in practice and should not be re-implemented. An example of this is the zero-tolerance language in the Discipline Policy at Mrs. Washington's school.

De-Implementation (requires change in practice)

Policy changes that require changes in practice warrant additional consideration as they will require greater effort and resources. The possibility of de-implementation is often overlooked, and thus, we provide more information here.

De-implementation is the "discontinuation of existing practices or interventions" (McKay, 2018). De-implementing is desirable when initiatives are not having the intended impact. De-implementation frees up resources (e.g., time, staff, energy, finances) that can be reallocated towards more promising work.

De-implementation often requires *learning* and *unlearning*. Staff may need to learn new procedures or unlearn old procedures. It is important to identify the learning and unlearning that each de-implementation initiative will require. As such, de-implementation is a process, not an event.

WSCC **Policy** Blueprint

There are 4 types of de-implementation (Northern Territory Department of Education, 2020). De-implementation generally falls into one of these four categories, but the de-implementation of a policy may trigger another category of de-implementation.

Types of De-Implementation		
Reverse	It is not working anywhere	**Example**: A zero tolerance discipline policy is not improving student behavior or increasing school safety. The policy is also contributing to disproportionality in suspensions and expulsions.
		Action: Support administrators and staff to unlearn the zero tolerance procedures. Create understanding about its lack of effectiveness.
		Consideration: The reversal of a procedure may require something to take its place. See: Replace.
Reduce	It is working at some schools but not all, or for some sub-groups but not all	**Example**: A social emotional curriculum that had been identified for K-8 students has been found to be more developmentally appropriate for K-5 students.
		Action: Policy is updated to state that the curriculum is only delivered to K-5 students and a replacement curriculum is identified for students in grades 6-8. Staff who implement in grades 6-8 should be supported to unlearn the previous curriculum. See: Replace.
Replace	It is not working, but the problem that it is aiming to improve still exists	**Example**: Policy language aimed at increasing student voice has been difficult to put into action, but a desire to increase student voice remains strong.
		Action: Identify an alternative approach to increasing student voice and how to support its implementation. Support learning of new approach.
Rethink	It is not working or has achieved its desired outcome and should be de-implemented to make room for something else	**Example**: Requirements for reporting student outcomes (e.g., attendance, discipline) to the state have become redundant with a new electronic student records system.
		Action: Remove policy language and associated practices related to manually reporting these outcomes each month.
		Consideration: This may free up resources (e.g., a person's time) that can be re-allocated.

Note. Adapted from Northern Territory Department of Education, 2020.

Activity 7 – Zooming in to the Individual Policy Level will provide some structured questions for you to consider whether de-implementation might be relevant to your current policies. If you pursue de-implementation, further considerations regarding necessary learning and unlearning will be addressed in Activity 9 – Action Planning.

Adding New Language (requires change in practice)

Finally, you might be considering **adding language to a policy** that requires a change in practices. Schools might do this to improve equitable outcomes or strengthen whole child practices. In most cases, you will add new language to an existing policy. However, in some cases, you may need to create an entirely new policy; this is most common when state or federal legislation requires the adoption of a new policy.

In considering adding language to a policy, **it is critical to consider whether you are positioned to implement the practices required by this added language.** Key considerations include whether you have the buy-in, resources (e.g., time, materials), and structures needed for sustainable implementation of the new policy language. You will also want to assess evidence in support of implementation in your setting and alignment with community values. You might recall that these were introduced as part of the Congruence Model (Nadler & Tushman, 1980) in the introduction of this blueprint.

The next two activities will help you to narrow in on 1-5 policy changes to undertake. These might all be within the same policy or across a few existing policies. Additionally, the activities will **help you to prioritize** which policy changes to pursue first.

Activity 7 – Zooming in to the Individual Policy Level
Anticipated time needed to complete this activity: 20 minutes

In this activity, we shift our focus from considering WSCC domains to considering individual policies within those domains. You will first identify your chosen WSCC domain of focus and then record your current policies related to this domain. Then, using a list of brainstorming questions, you will quickly audit each of these policies. This will allow you to develop a list of potential next steps for strengthening your policies in this domain.

> The goal of this activity is to identify opportunities to strengthen existing policies within your chosen WSCC domain.

Activity 7 – Zooming in to the Policy Level can be found in Appendix B. A complete example is below.

Current Policy Name	Potential Updates	Potential De-Implementation	Potential Language Additions
	• Does this policy capture your current practices related to the topic? • Is any of the language in this policy outdated? • What updates could be made to strengthen this policy?	• Does any language in this policy have negative or adverse consequences in your setting? • Do you have sufficient resources to implement the language in this policy? • Does any of the language in this policy contradict other policies? • What could you de-implement to strengthen implementation of this policy?	• Was there language in the WellSAT WSCC that is of interest and would strengthen this policy? • Does the policy explicitly address equitable opportunities and outcomes? • What language could you add to strengthen this policy?
Discipline Policy	• Update to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality. • Update to remove language related to zero tolerance.	n/a	Add restorative practices (would require implementing these practices).
School Climate Policy	Update to include efforts related to school climate policy (efforts to increase family participation, listening sessions to share back results)	n/a	n/a
Bullying Prevention Policy	n/a	Replace the annual anti-bullying assembly with a more evidence-based strategy for bullying prevention.	n/a

Zooming in to the Policy Level | csch.uconn.edu

Case Study:

Mrs. Washington's Focus on Individual Policies

After completing her Big Picture WSCC SWOT Analysis, Mrs. Washington shared her work thus far and completed SWOT Analysis with her grade level leaders, which includes representation from each grade level, special education, related arts, and student support personnel. After consulting with their colleagues, this team shared that there was broad agreement that *Social and Emotional Climate* was a priority area for the school's policy work. Staff felt this had been a strong area of focus in the school's recent work and it was important they have these changes documented in policy. As planned, Mrs. Washington also shared this potential direction at a staff meeting to further confirm staff support and at a PTO meeting. Parents expressed that they strongly supported this direction for the school's policy work, and specifically asked her to address the school's approach to anti-bullying, which is currently only formalized in an annual assembly for students. Mrs. Washington had not considered this yet and agreed to assess ways to strengthen the school's bullying prevention work.

Although Mrs. Washington had also identified opportunities in the *Health Education* domain, she and others felt that the school's recent efforts have been more aligned with the *Social and Emotional Climate* domain and thus, this was a better starting point for their WSCC policy work.

WSCC **Policy** Blueprint

When beginning Activity 7 – Zooming in to the Policy Level, Mrs. Washington returned to Activity 4 and identified the school's Discipline Policy, School Climate Policy, and Bullying Prevention Policy as related to the Social and Emotional Climate domain.

Based on the questions provided in Activity 7, her ideas thus far, and input from staff and families, Mrs. Washington identifies the following potential policy changes:

Discipline Policy:

(1) Updating to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality.

(2) Updating to remove language related to zero tolerance.

(3) Adding restorative practices (would require implementing these practices).

School Climate Policy:

(4) Updating to include efforts related to the school climate survey.

Bullying Prevention Policy:

(5) Replacing the annual anti-bullying assembly referenced in the Bullying Prevention Policy with a more evidence-based strategy for bullying prevention (de-implementation).

Mrs. Washington is not sure that her school is ready to pursue all of these policy changes but sees that the next activity will help her to determine directions. She is excited to see that she has generated numerous potential directions for strengthening school policy in this domain! She imagines she could eventually do the same for several more domains!

After completing Activity 7, we encourage you to answer the following questions:

REFLECT

1. Did you identify opportunities to strengthen your attention to equity and whole child development through policy changes?

2. Have you identified whether each of these potential changes would require a change in current practices?

3. How are the policy changes you are considering aligned with school priorities and values?

STEP 3: Establishing Actions

Establishing Actions

Planning for success by identifying action steps, addressing anticipated barriers, and creating plans for monitoring implementation

Goal: to define specific project goals, plan action steps, consider potential barriers, and monitor progress

Congratulations! You have made it to the final step of the policy blueprinting process! Blueprinting concludes with **establishing actions** for policy updates, de-implementation, or adoption.

The first step in establishing actions is to identify which of the potential directions that you have identified to undertake. To do so, we will weigh your setting's readiness and urgency for each potential policy change. After this, you will create an action plan to guide your next steps and finally, consider necessary next steps in putting your new policy into practice!

Weighing Urgency and Readiness to Undertake Policy Change

At this point, you likely have a list of potential directions for policy change within your school or district. In deciding which changes to pursue, we will weigh your setting's readiness and urgency for each potential policy change. **The goal** at the end of this session is to have **no more than 3-5 policy changes** that you are going to pursue.

The goal at the end of this session is to have a prioritized list of no more than 3-5 policy changes that you are going to pursue.

What do we mean by readiness?

Readiness refers to your **ability** to engage in this policy change in the near future. High readiness can be indicated by having the necessary resources available (e.g., time, staffing, materials, any necessary professional learning), alignment with school priorities and community values, and ability and willingness to implement associated practices. High readiness may also be present when the policy change would be documenting **practices that are already well established** in the setting; in this case, remaining

considerations in regard to readiness include having community (e.g., staff, students, families) support for the practices and the time and capacity to draft and adopt the policy change.

On the contrary, if practices are in place, but are not widely adopted or have received some pushback, you may not yet be ready to take on this policy change. In addition, not having the necessary resources (e.g., time, staffing, materials, necessary professional learning) or attitudes developed (e.g., staff, community) may indicate less readiness to engage in this policy change at the present moment.

Evaluating readiness differs based on **how much change is required** from the parties involved. There is less to consider with policy updates – because the associated practices are already in place, less change is required. De-implementation or adding new language, both of which require changes in practice, require greater considerations for readiness.

As a reminder, we need to evaluate each potential policy change on its own. For example, Mrs. Washington will need to evaluate (1) updating Discipline Policy to include practices to minimize the use of exclusionary school discipline, (2) updating Discipline Policy to remove zero tolerance language, (3) adding restorative practices to the Discipline Policy, (4) updating the School Climate Policy to include practices related to the school climate survey, and (5) replacing the annual anti-bullying assembly referenced in the Bullying Prevention Policy with a more evidence-based strategy for bullying prevention. Although #1-3 are all potential changes to the Discipline Policy, they will each require different resources and considerations, and therefore, should be considered individually.

What do we mean by urgency?

Urgency means that the policy change is **necessary** in the near future. This might be because the current policy is causing adverse consequences, there is strong community pressure or a legislative mandate for the policy change, or the absence of a policy is creating problems in your setting. Urgency may also be indicated by a need to explicitly document measures taken to promote equitable opportunities and outcomes for all members of the school community. Policy changes that have less urgency may include documenting existing practices in policy or updating language to be clearer or more encompassing of whole child development.

> *Readiness* sets us up for successful and sustainable implementation. *Urgency* motivates us to complete the work necessary to engage in the policy change.

In addition to readiness, the success of any potential policy change will be enhanced by having established urgency. *Readiness* sets us up for successful and sustainable implementation. *Urgency* motivates us to complete the work necessary to engage in the policy change.

In the next activity, you will use a matrix to weigh your setting's readiness with the urgency for each of the potential policy changes (i.e., update, de-implementation, adding new language).

After placing each potential policy change in one of the four quadrants, you will be well positioned to determine priorities and decide next steps! We recommend **first** taking on potential policy changes with **high urgency and high readiness.** With both high urgency and readiness, you will be well positioned for successful and sustainable implementation!

After addressing potential policy changes with high urgency and high readiness, you can **next** focus on those with **low urgency and high readiness** (e.g., documenting existing practices into policy) as these should be an easy lift. At this point, it can also be helpful to revisit potential policy changes that have **high urgency and low readiness**. The goal with these is to increase readiness. You might solicit necessary resources (e.g., funding, professional learning opportunities) or reallocate current resources (e.g., time, staffing) to increase readiness. You may also need to develop staff or community attitudes towards the policy change; in this case, professional learning opportunities and community conversations might be helpful.

The final quadrant to revisit will be potential policy changes with **low urgency and low readiness**. These are your lowest priority, and you might consider that these potential policy changes are not a good fit for your setting at this time. In lacking urgency and readiness, you are not set up for successful and sustainable implementation.

To review, we recommend the following actions based on the urgency and readiness of your **potential** policy changes.

	High Urgency	Low Urgency
High Readiness	**Pursue**: Create an action plan	**(Potentially) Wait**: Pursue these after those with high urgency and readiness. These should be a light lift.
Low Readiness	**Wait:** Build readiness. Revisit after completing those with high urgency and high readiness.	**Wait**: After completing other quadrants, re-evaluate these; they may not be a good fit for your setting.

Activity 8 - Weighing Urgency and Readiness to Undertake Policy Change

Anticipated time needed to complete this activity: 15 minutes

In this activity, you will weigh your setting's readiness and urgency for each of the potential policy changes. Then, based on the recommendations above, you will rank order your priorities for policy change. Activity 8 - Weighing Urgency and Readiness to Undertake Policy Change can be found in Appendix B. A completed example is shown below.

> This activity is another key opportunity to gather input and feedback from key groups (e.g., staff, families, students, administrators) regarding your setting's urgency and readiness for various policy changes.

Weighing Urgency and Readiness

	High Urgency (Necessary immediately; e.g., causing adverse consequences, a need to explicitly document efforts to promote equity, strong community pressure, absence of a policy is creating problems)	**Low Urgency** (Not immediately necessary; e.g., policy change documents practices that will continue in the interim, policy change clarifies language but will not change existing practices)
High Readiness (e.g., alignment with school community's priorities and values, necessary resources and professional learning are available, capacity to draft and adopt policy change)		• Updating the Discipline Policy to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality. • Updating the Discipline Policy to remove language related to zero tolerance. • Updating the School Climate Policy to include efforts related to the school climate survey.
Low Readiness (e.g., necessary resources are not yet available, staff or community attitudes are not favorable towards the policy change)	Replacing the annual anti-bullying assembly with a more evidence-based strategy for bullying prevention.	Adding restorative practices to the Discipline Policy.

Weighing Urgency and Readiness to Undertake Policy Change | csch.uconn.edu

Case Study:

Weighing Urgency and Readiness in Mrs. Washington's Setting

Mrs. Washington places her five potential policy changes into the matrix. She begins with the three policy updates that do not require changes in practices:

(1) Updating the Discipline Policy to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality.
(2) Updating the Discipline Policy to remove language related to zero tolerance.
(3) Updating the School Climate Policy to include efforts related to the school climate survey.

She places each of these in the **low urgency – high readiness** quadrant. Because there are no adverse consequences or pressure from the community, the urgency is low. Because the practices are already in place, have community support, and she has the time to pursue the changes, the school's readiness for these policy changes is high.

Next, Mrs. Washington considers:

(4) Replacing the annual anti-bullying assembly with a more evidence-based strategy for bullying prevention.

Although she feels some pressure from parents to implement an evidence-based strategy for bullying prevention, she does not yet have the information or resources that she needs to do so. Therefore, she places this potential policy change in the **high urgency – low readiness** quadrant.

Finally, she revisits the idea of:

(5) Adding restorative practices to the Discipline Policy.

Although she hopes to move in this direction, Mrs. Washington recognizes that her school does not have the resources (e.g., professional learning time) to do so now, and thus has low readiness. In addition, she is not seeing high rates of disciplinary referrals and feels that student-teacher relationships are relatively strong. As such, she rates the potential policy change as low urgency. Therefore, Mrs. Washington places this in the **low urgency – low readiness** quadrant. She plans to revisit this potential policy change each school year to re-evaluate readiness and urgency.

Mrs. Washington's list of **immediate priorities** is as follows:

(1) Updating the Discipline Policy to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality.
(2) Updating the Discipline Policy to remove language related to zero tolerance.
(3) Updating the School Climate Policy to include efforts related to the school climate survey.

(4) Speak with her school's mental health team about next steps in researching bullying prevention programs. Discontinue annual assembly.

For each of these updates, Mrs. Washington plans to reach out to her superintendent regarding next steps for contacting the district's lawyer. Then, she plans to solicit feedback on the drafted language from administrative colleagues. Because these are policy updates that document existing practices, Mrs. Washington does not feel that she needs to solicit staff, family, or community feedback on the updated language. She notes that this type of feedback will be particularly important when drafting policy changes that require changes in practice (e.g., new bullying prevention approaches).

Excellent! After completing Activity 8, you should be well positioned to create action plans for 1-5 policy changes that you plan to pursue. Before proceeding, consider the following questions:

REFLECT

1. How can you work efficiently to draft and adopt policy changes that have high urgency and high readiness?
2. If you are going to wait on any policy changes that have high readiness, how will you remind yourself to return to these?
3. How can you build readiness for policy changes with high urgency and low readiness?

Activity 9 - Action Planning

Anticipated time needed to complete this activity: 25 minutes

Next, you will create a concrete action plan for the policy changes you are going to pursue at this time. Using Activity 9 - Action Planning, available in Appendix B, you will plan actionable steps that can facilitate the adoption, updating, or de-implementation of identified policy changes. This worksheet includes planning to strengthen equity and congruence. It also includes attention to any associated practices that will need to be put into place and any to learning and unlearning that will need to happen. Finally, you will document the expected impact of the policy change and how this will be measured.

ACTIVITY 9 – ACTION PLANNING

Time to Complete: 25 minutes

Goal of Activity: To outline the steps that need to be taken to complete this policy change.

Directions: Complete a unique action plan for each priority policy change (update, de-implementation, adding new language). Then, use this action plan to monitor your progress throughout the revision process.

Policy Change: *Updating discipline policy*

Circle one or more: (Update)   De-Implement   Add new language

Briefly describe the policy change:

Updating the Discipline Policy to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality. Remove zero tolerance language.

For de-implementation only: What <u>learning and/or unlearning</u> will be needed for successful de-implementation of this policy?

n/a

For adding new language only: What <u>practices</u> need to be put into place or continued to meet the requirements of the revised policy?

n/a

What is the <u>expected impact</u> of the revised policy? How will it be measured?

Policy aligned with practices. Ongoing implementation of monthly meetings to examine disciplinary data – ensuring that exclusionary discipline is not used in lower grades, minimized in upper grades, and any signs of disproportionality in disciplinary consequences are addressed (e.g., by gender, race, or disability status). Meeting notes and data analysis spreadsheets will document ongoing implementation.

Action Planning | csch.uconn.edu

Case Study:

Mrs. Washington's Action Plans

Mrs. Washington completes two Action Plan worksheets: one for the school's Discipline Policy and one for the School Climate Policy.

First, Mrs. Washington outlines her action plan for the school Discipline Policy. She plans to consult with her district's lawyer to draft revised language, removing mention of zero tolerance and adding language about the school's efforts to minimize exclusionary school discipline and regularly assessing for disproportionally. Mrs. Washington plans to ask her colleagues to review this language as she wants to be certain that it is clearly written and can be sustained when there are changes in leadership. Finally, Mrs. Washington will share the revised language with the district's superintendent, lawyer, and School Committee for approval, and then with her staff to review current and expected practices related to discipline.

Next, she makes an action plan for the school's School Climate Policy. She records her insights about sustaining existing practices related to administering the school climate survey to students, families, and staff, hiring translators with strong community relationships to encourage family participation, and holding listening sessions to share the survey results and receive feedback from key groups (e.g., staff, families). Mrs. Washington makes a similar plan of consulting with her superintendent, the district's lawyer, and administrative colleagues to draft this policy language. In concluding her Action Plan, she identifies that the continuation of these practices and improved school climate survey participation rates and results over the next 5 years would demonstrate the impact of this policy revision.

For those seeking further guidance on how to draft revised policy language, see below.

TIP

You may be wondering where to start with drafting revised policy language. Your district's lawyer or legal team can likely provide guidance. Language provided in the WellSAT WSCC 2.0 might also be helpful. Finally, consulting other districts' policies – and learning from administrative colleagues about successes and missteps in adopting policy – can be helpful.

Activity 10 – Bringing Policy to Practice

Anticipated time needed to complete this activity: 20 minutes

Now that you have revised your policies, we want to be sure that they are implemented and monitored to be sure they are producing positive whole child outcomes. Activity 10 – Bringing Policy to Practice is available in Appendix B. In this activity, you will identify those who need to be informed about the policy change, what they need to know, and how you will inform them. Then, you will outline procedures to be taken to monitor how the revised policy is working.

ACTIVITY 10 – BRINGING POLICY TO PRACTICE

Time to Complete: 15 minutes

Goal of Activity: To identify who needs to be informed of each policy change and ongoing evaluation to ensure the revised policy is working.

Instructions: For each policy that you have changed, identify next steps for sharing the revisions as well as monitoring implementation. Consider who is impacted by the policy change, what they need to know to put it into practice, how you will share this information, and finally, how you will know if the revised policy is working as intended.

Summary of Policy Change List the policy name and a summary of the changes made.	Informing Others of Policy Change • Who needs to be informed of this policy change? • What do they need to know? • How will you inform them?	Ongoing Evaluation What procedures will we put in place to monitor how the revised policy is working?
Example: *Discipline Policy* *Updated to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality; removed language related to zero tolerance.*	*Staff:* • *Need to alert staff to policy changes; review alternatives to exclusionary school discipline; share aggregate data report showing assessment for disproportionality* • *10-15 minute presentation at staff meeting following policy adoption; share policy via email* *Families:* • *Need to alert families to policy changes* • *Write-up in weekly newsletter highlighting these positive shifts in policy* *Administrative colleagues:* • *Need to alert other administrators in the district to these policy changes* • *Group email with offer to follow up to address any questions*	• *Ongoing monthly discipline data reviews* • *Confirm monthly that exclusionary school discipline (suspension, expulsion) is not used for any K-2 students* • *Look for minimal use in grades 3-5 and for only most severe infractions* • *Maintain a spreadsheet of monthly reviews of discipline data by race, gender, and special education status, noting any indications of disproportionality*

Bringing Policy to Practice | csch.uconn.edu

Celebrating Your Policy Plan

Congratulations! You have successfully worked through blueprinting for WSCC policy! Thank you for your commitment to supporting positive whole child outcomes in your setting. Take some time to celebrate your successes!

Your next step is to implement your action plan(s)! You might set reminders in your calendar to complete each step that you identified in your action plan – or alternatively, to check in with colleagues who will complete this work. For policy changes that are high readiness – low urgency, you might set a goal date for re-visiting or completing. Otherwise, these may fall by the wayside as more pressing day-to-day concerns arise. However, making these updates to policy are important to your school's successful and sustainable implementation of WSCC practices!

As part of celebrating your successes, think about how you might continue to share the work that you have done with staff, families, and students (as developmentally appropriate). For example, could you share at the next faculty meeting? Might you summarize the steps you've taken into a 1-pager or newsletter to share with families

and community partners? Keeping others in the loop is an important component of a whole child focus, and your efforts should be known – so be sure to identify what, when, and how often you will share out updates!

TIP 💡

There are several resources available to consider WSCC practices in your setting and the alignment of WSCC policies and practices in your setting.

Consider consulting the following:

- WSCC Practice Blueprint: a companion blueprint to guide your planning for WSCC practice implementation
- The CDC's School Health Index: an online self-assessment and planning tool for schools

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APPENDICES

Appendix A – Additional Resources

Appendix B – Activity Sheets

Appendix C – Supplemental Materials

APPENDIX A – ADDITIONAL RESOURCES

In creating this blueprint, we drew from multiple sources and across disciplines, thus modeling the spirit of coordination and integration! Given that the WSCC model is comprehensive and its current form is relatively recent, it was important for us to incorporate guidance that could lead to sustainable systems change. Thus, drawing from the rich history of whole child initiatives, ongoing work in tiered systems of service delivery in schools, and implementation was important. In addition, to guide directions for the blueprint, we relied heavily on the historical context of coordinated school health efforts and current WSCC directions in Connecticut through conversations with over 90 stakeholders (school district and building leaders, school staff, community agencies, state education leaders) (see Femc-Bagwell & Chafouleas, 2017).

Here, we provide some of the resources that we found most helpful to guide our thinking. We emphasize those that are freely accessible to enable your ability to dive further into various topics.

WSCC MODEL

Center for Disease Control WSCC Website

Explains the WSCC model and provides resources.

2015 Special Issue of the *Journal of School Health*: The Whole School, Whole Community, Whole Child Model

Multiple articles collectively provided important lessons learned from the initial work in coordinated school health and whole child initiatives and offered directions for next steps as the WSCC model is advanced.

The NASBE State Policy Database on School Health

Searchable database of all identified statutory and regulatory language related to the WSCC.

WHOLE CHILD

Engaging a Whole Child, School, and Community Lens in Positive Education to Advance Equity in Schools (Article)

Provides an overview of schools as a context to serve as assets or risks to equity, discusses theory and science using a WSCC lens and provides directions for science and practice in advancing a positive education approach.

Comer School Development Program

Describes the origins and success of the School Development Program.

Learning Policy Institute: Educating the Whole Child: Improving School Climate to Support Student Success

Reviews research demonstrating that student learning and development depend on affirming relationships operating within a positive school climate.

[Whole Child Alabama](#)

Provides resources and professional development for practitioners, families and policymakers looking to focus on Whole Child systems.

POLICY RESOURCES

[The WellSAT WSCC 2.0](#)

Our evaluation tool aligned with the Whole School, Whole Community, Whole Child model designed to assist users in taking a comprehensive and integrated lens to school policy evaluation.

[Center for Disease Control School Health Index (SHI)](#)

The SHI Self-Assessment and Planning Guide is an online self-evaluation and planning tool for schools.

[USDA: How to Develop, Implement, and Evaluate a Wellness Policy](#)

Focused on policies around nutrition and physical health.

[Changing Policies in Schools](#)

This University of Kansas Center for Community Health and Development's Community Tool Box lists resources and questions to think about when tackling school policy changes.

[DC Office of the State Superintendent of Education: Local Wellness Policy Template](#)

The Washington DC Division of Health and Wellness has created a policy template with sample language for all ten WSCC components.

APPENDIX B – ACTIVITY SHEETS

List of Sheets

- Activity 1 – Build WSCC Knowledge

- Activity 2 – Mapping Your System

- Activity 3 – Practice Using the WellSAT WSCC

- Activity 4 – Identifying Existing Policies and Resources

- Activity 5 – *No Worksheet Needed*

- Activity 6 – Big Picture WSCC SWOT Analysis

- Activity 7 – Zooming in to the Individual Policy Level

- Activity 8 – Weighing Urgency and Readiness to Undertake Policy Change

- Activity 9 – Action Planning

- Activity 10 – Bringing Policy to Practice

ACTIVITY 1 – BUILD WSCC KNOWLEDGE

Time to Complete: 20-30 minutes

Goal of Activity: To gain familiarity with the WSCC model and each of the 10 domains.

Instructions

Explore the resources below to build your WSCC knowledge. To begin, you might select an overview resource (e.g., CDC's WSCC Overview, CSCH WSCC Overview Brief, or CSCH WSCC Introductory Video) and 1-2 additional resources to explore related to domains of interest. Limit yourself to a manageable amount of time for this activity.

CSCH Resources

WSCC Evidence-Based Practice Briefs	Overview Brief	
These evidence-based practice briefs each focus on one domain of the WSCC model and outline strategies that those working in schools can use to promote implementation of the model in their own setting.	Social and Emotional Climate	Safe Environment
	Physical Activity	Nutrition Environment
	Health Services	Family Engagement
	Health Education	Employee Wellness
	Behavioral Supports	Community Involvement

WSCC Video Modules	Introductory Video	
These videos present an overview of the WSCC model and include interviews with school personnel discussing how they incorporate the WSCC model into their practice.	Social and Emotional Climate	Safe Environment
	Physical Activity	Nutrition Environment
	Health Services	Family Engagement
	Health Education	Employee Wellness
	Behavioral Supports	Community Involvement

CDC Resources

Whole School, Whole Community, Whole Child (WSCC)	The main WSCC page on CDC website. Provides an overview of the WSCC model and includes links to resources for further information.
Whole School, Whole Community, Whole Child (WSCC) Overview	An overview of the WSCC model and its domains.
Virtual Healthy School	Allows users to see the WSCC model in action. Click through the interactive resource to find examples of how the WSCC domains are applied across school settings.
Components of the Whole School, Whole Community, Whole Child (WSCC)	Describes each component of the WSCC framework.
Strategies for Using the WSCC Framework	Offers examples of evidence-based practices aligned with each component of the WSCC framework, along with downloadable graphics.
The Whole School, Whole Community, Whole Child (WSCC) Model	Gives an overview of the WSCC model with a particular focus on how it pertains to adolescent health.

ACTIVITY 2 – MAPPING YOUR SYSTEM

Time to Complete: 20 minutes

Goal of Activity: To begin to think about WSCC policies and practices in your setting.

The purpose of this activity is to create a map of the whole child initiatives and resources that you currently have in your setting. This activity is intended to get you thinking about what you are already doing to support the whole child. As you proceed through the Blueprint, you will return to this mind map to add pieces and identify areas for growth!

Important! There is not a right or wrong way to complete this map – it is a tool intended to support you in better understanding and refining the whole child work that you are doing.

Instructions

Working individually or in a team, complete the following steps for creating your initial map:

1. Begin by defining what "whole child" means in your setting. You can use what you learned in the section above to jot down thoughts/definitions/values, etc. Record this in the center of your map.

2. For each area of student development (i.e., academic, social, emotional, behavioral, and physical), list out some **practices** your setting is currently using. Draw/create **circles** around each **practice**, leaving enough room to add or write additional text.

3. Now, using **rectangles**, do the same thing for **policies**. For each area of student development (i.e., academic, social, emotional, behavioral, and physical), note relevant **policies** that are currently in place in your setting. Draw/create **rectangles** around each policy, leaving enough room to add or write additional text.

4. Finally, next to each policy and practice, write the names of people or groups (e.g., committees, departments) that have knowledge and expertise about the policy or practice.

The central diagram shows "Whole Child" surrounded by five segments: Academic, Social, Emotional, Behavioral, and Physical.

Mapping Your System | **csch.uconn.edu**
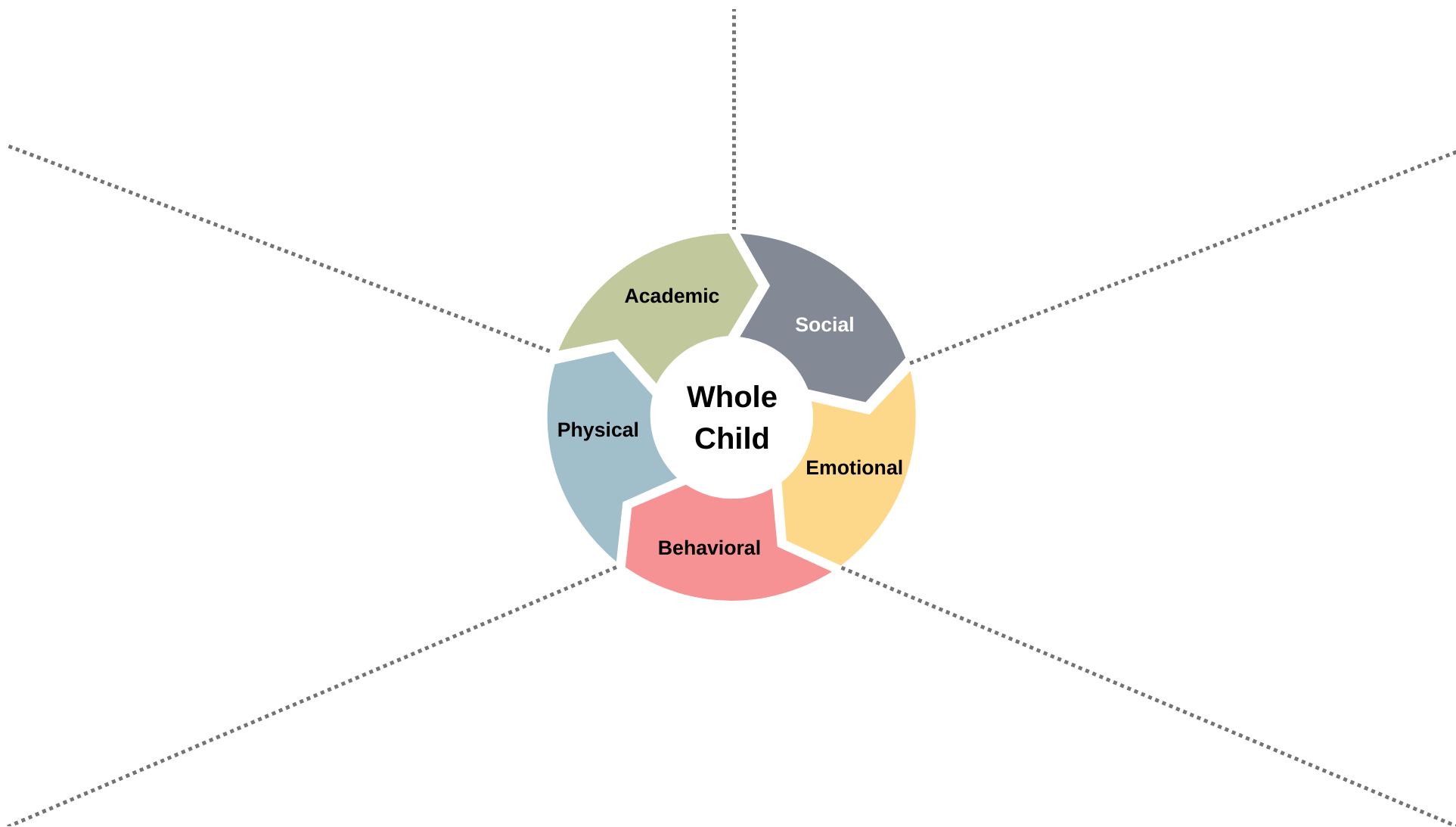
ACTIVITY 3 – PRACTICE USING THE WELLSAT WSCC

Time to Complete: 20 minutes

Goal of Activity: To gain experience with the WellSAT WSCC 2.0, a policy evaluation tool that helps to evaluate policy alignment with the WSCC model

Instructions for Scoring the Model School Climate Policy

1. Review the "Model School Climate Policy."

2. Familiarize yourself with the Social & Emotional Climate Scoresheet.

SOCIAL & EMOTIONAL CLIMATE

		Rating
SEC1	Addresses participation in school climate surveys.	
SEC2	Addresses sharing aggregate results of school climate surveys with stakeholders (e.g., families, community members, staff, state and/or district leadership).	
SEC3	Addresses promoting positive relationships between students and employees.	
SEC4	Identifies school-wide approaches to prevent and address harassment, bullying, and cyberbullying.	
SEC5	Addresses diversity and inclusion to promote engagement of all students in school activities.	
SEC6	Addresses reviewing and responding to school climate data (e.g., bullying reports, discipline data, or other related data sources).	
SEC7	Addresses use of positive behavior support practices.	
SEC8	Addresses minimization of exclusionary disciplinary practices (e.g., suspension and expulsion).	
SEC9	Addresses social emotional learning.	
SEC10	Connects social emotional learning standards and academic standards.	
Subtotal for Section 4: SEC	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	

Federal Requirement   Farm to School   CSPAP   3.0 WellSAT 3.0 Item
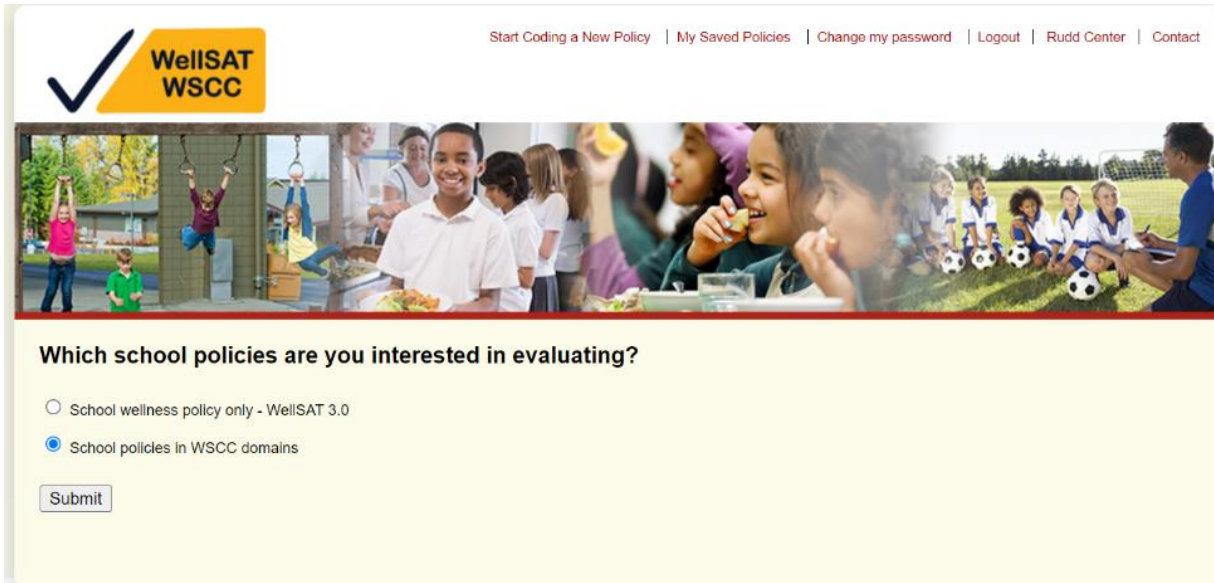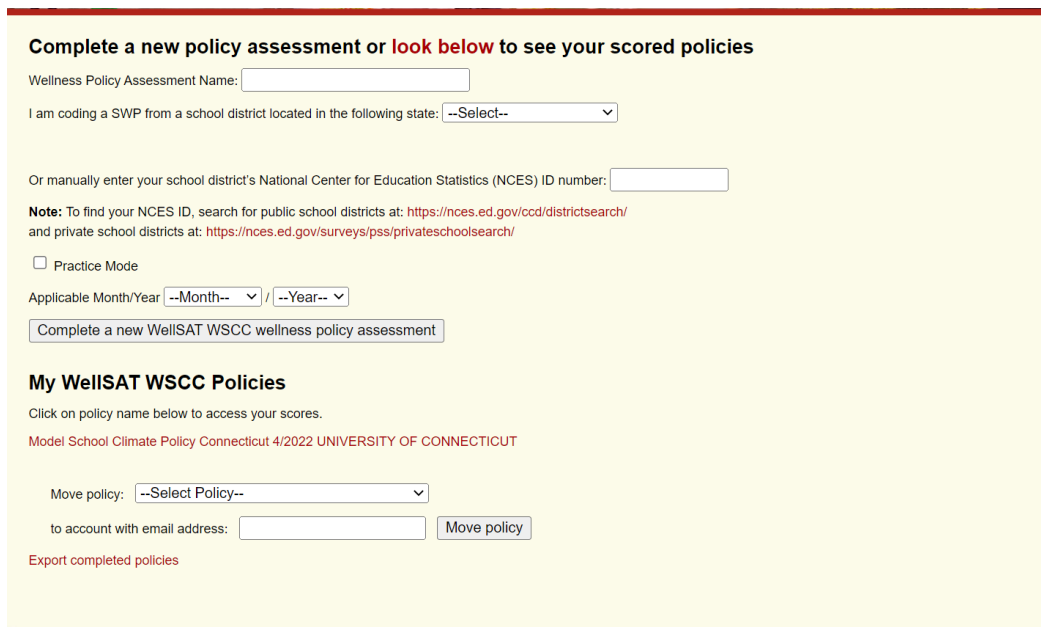
3. Login to the WellSat WSCC 2.0 website. Importantly, you will be asked to create an account. Your account is immediately available once you have created it – you do not need to wait for a follow up email.

4. When asked "Which school policies are you interested in evaluating?" select "School policies in WSCC domains."

5. Fill in the "Start a New Coding Policy" page with information from the "Model School Climate Policy". On this page you can also return to policies you have already started by clicking on one under "My WellSat WSCC Policies."

6. The Model School Climate Policy is relevant to the WSCC domain of Social and Emotional Climate. Therefore, select Social and Emotional Climate.

WellSAT WSCC

Policy Name: Model School Climate Policy Connecticut

☐ All

☐   Physical Education and Physical Activity

☐   Nutrition Environment and Services

☐   Health Education and Nutrition Education

☑   Social and Emotional Climate

☐   Safe Environment

☐   Health Services

☐   Behavioral Supports

☐   Employee Wellness

☐   Community Involvement

Social and Emotional Climate is promotion of a safe and supportive learning environment through attention to social and emotional development and psychosocial aspects of the learning experience. A positive social and emotional school climate fosters student engagement in activities; relationships with peers and adults that are respectful, trusting, and caring; and successful learning. Suggested policy documents for review: bullying policy, student discipline policy, student code of conduct

7. After clicking "Proceed to Survey," you should be on the Assessment Tool. The subject areas should match the areas found in the scoresheet above. If you click on the '?' next to the ratings, the coding criteria should pop up.

THE ASSESSMENT TOOL

start   25%   50%   75%   finish

Social and Emotional Climate

WSCC

Policy Name: Model School Climate Policy Connecticut

Jump to a Module

Edit

Social and Emotional Climate

My saved policies

Home

Sign out and return later

SUBJECT		RATING			
SEC1	Addresses participation in school climate surveys	?	NA ○	0 ○	1 ○	2 ○
SEC2	Addresses sharing aggregate results of school climate data with stakeholders (e.g., families, community members, staff, state and/or district leadership).	?	NA ○	0 ○	1 ○	2 ○
SEC3	Addresses promoting positive relationships between students and employees	?	NA	0	1	2

8. Starting with SEC1, look over the coding criteria and begin searching the model policy to determine if the area is not mentioned, recommended, or required. The coding criteria include examples for you to reference.

When you have a rating, click the appropriate bubble for it to be recorded. A check mark will appear to indicate that you have completed the item. Repeat for each item.

9. Once you have completed the section(s), click Finish at the bottom. This will bring you to a new page where you can access your ratings and view the overall district policy score. You will see results related to the strength and comprehensiveness of your policies that can help you to identify areas of strength and opportunities for improvement.

   Note: if you have entered scores incorrectly, there is the option to return to the survey above the graph.

10. Finally, when coding the sample policy, check your scores against the answer key below. Evidence and an explanation are provided for each score.

Our Scoring of the Sample School Climate Policy

Section 1: Addresses participation in school climate surveys

Recommended Score: 2

Evidence

"Each school, supported with oversight by the Coordinator and under the guidance of the committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges" (page 8).

Explanation

A rating of 2 is for policies that require participation in school climate surveys. The policy explicitly states that each school must administer the School Climate survey on an annual basis.

Section 2: Addresses sharing aggregate results of school climate data with stakeholders (e.g., families, community members, staff, state and/or district leadership).

Recommended Score: 0

Evidence

"Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law" (page 6).

Explanation

A rating of 0 indicates that the policy does not mention sharing aggregate results of the school climate data with stakeholders. The policy talks about providing data and information regarding school climate improvement where it is required by law, but it does not specifically specify that this needs to include the results of the school climate survey. There is also no mention of sharing school climate survey results with other stakeholders (e.g., families, community members, staff, district leadership).

Section 3: Addresses promoting positive relationships between students and employees.

Recommended Score: 2

Evidence	Explanation
"School Climate" means the quality and character of the school life with a particular focus on the quality of the relationships within the school community between and among students and adults" (page 3) "Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment" (page 6)	A rating of 2 indicates that the policy requires the promotion of positive relationships between students and staff. While the policy recommends the promotion of positive relationships between students and staff in the first piece of evidence, it goes further and requires that meetings be held to identify strategies to improve the school climate that promotes high quality relationships among all school community members.

Section 4: Identifies school-wide approaches to address harassment, bullying, and/or cyberbullying.

Recommended score: 2

Evidence	Explanation
"Safe School Climate Plan" means the district plan developed and implemented pursuant to Conn. Gen. Stat. Section 10-222(d), containing provisions pertaining to bullying, filing complaints and conducting investigations, and posted on the district website" (page 3) "Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate" (page 6) "Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment" (page 6) "Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy" (page 6).	A rating of 2 indicates that the policy requires that schools develop approaches for preventing and responding to bullying and harassment. This policy states that the "Safe School Climate Plan" is the district's plan that contains areas related to bullying. Additionally, the Coordinator is given duties that include preventing, identifying, and responding to mean-spirited behavior (bullying, harassment, etc.) and meeting with Specialists to identify strategies to improve the school climate that will result in a decrease in the mean-spirited behavior. The Specialists are also given the duty to investigate or supervise the investigation of reported mean-spirited behaviors.

Section 5: Addresses diversity and inclusion to promote engagement of all students in school activities.

Recommended score: 1

Evidence

"The Specialist and the Committee shall develop and/or update the Improvement Plan, using the School Climate Improvement Plan template12 (Appendix D), taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity" (page 8).

Explanation

A rating of 1 indicates that the policy recommends the promotion of diversity and inclusion to engage all students. The policy states that there should be sensitivity to equity and diversity but does not explicitly require these to be considered for the School Climate Improvement Plan.

Section 6: Addresses reviewing and responding to school climate data (e.g., bullying reports, discipline data, or other related data sources).

Recommended score: 2

Evidence

"(2) Utilizing psychometrically sound quantitative (e.g., survey) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive/intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process" (page 2).

"iv. Providing Survey data to the Coordinator; v. Reviewing and analyzing the school-based school climate assessment data;
vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
vii. Using the data to create and/or update the school-based School Climate Improvement Plan" (page 7).

Explanation

A rating of 2 indicates that the policy requires that schools review climate data. This policy states that part of the duties of the Committee includes providing survey data to the Coordinator, reviewing and analyzing the data, using the data to identify strengths and challenges, and using the data to create/update the plan. Additionally, it states that quantitative and qualitative data should be used to drive action planning and prevention/intervention.

Section 7: Addresses use of positive behavior support practices.

Recommended score: 1

Evidence

"(5) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning" (page 2).

"Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and restorative responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and intellectually safe and supportive teaching and learning environments for all students and adults in the school community" (page 9).

Explanation

A rating of 1 indicates that the policy recommends the use of positive behavioral support practices. In the first piece of evidence, the policy references that interventions should include "strength-based programs" and promote "positive learning environments." In the second piece of evidence, the policy states that "Codes of conduct .. shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior." Therefore, although the policy recommends use of positive behavioral support practices, it does not name or provide a clear and required approach to this.

Section 8: Addresses minimization of exclusionary disciplinary practices (e.g., suspension and expulsion).

Recommended score: 1

Evidence

"Such responses shall be educative and restorative and be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

Ii. Student discipline (including detention, in or out of school suspension, and expulsion)."

Explanation

A rating of 1 indicates that the policy recommends the minimization of use of exclusionary disciplinary practices. The policy states that "Responses [to inappropriate conduct] shall be educative and restorative," which suggests alternatives to exclusionary discipline practices. However, the policy does not explicitly name that exclusionary school discipline practices are to be minimized or the contexts in which suspension or expulsion would be warranted.

Section 9: Addresses social emotional learning (SEL).

Recommended score: 1

<table>
<tr><td>

Evidence

</td><td>

Explanation

</td></tr>
<tr><td>

"(5) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning" (page 2).

"Standard 2: Develop policies that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement practices that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning." (page 9).

a. Reflective activities
b. School counseling support
c. Anger management
d. Health counseling or intervention
e. Mental health counseling
f. Skill building such as social and emotional, cognitive, and intellectual skills
g. Resolution circles and restorative conferencing;
…
i. Conflict resolution or mediation" (pages 9-10)

"2. Model and provide high quality academic, social, emotional and ethical learning;" (page 10).

</td><td>

A rating of 1 indicates that the policy recommends SEL implementation. The policy names several SEL initiatives, but does not provide any requirements about where they are to be implemented (e.g., across all grade levels or at selected levels).

</td></tr>
</table>

Section 10: Connects social emotional learning standards (SEL) and academic standards.

Recommended score: 0

<table>
<tr><td>

Evidence

</td><td>

Explanation

</td></tr>
<tr><td>

None

</td><td>

A rating of 0 indicates that the policy does not mention connecting social emotional learning standards (SEL) and academic standards. The policy does not contain any information about connecting those standards.

</td></tr>
</table>

ACTIVITY 4 – IDENTIFYING EXISTING POLICIES AND RESOURCES

Time to Complete: 25 minutes

Goal of Activity: To compile WSCC-aligned policies in your setting, identify colleagues with expertise related to each policy, and available resources that might assist with strengthening policy.

Where do I find my policies?
Most school districts list their policies on their **websites**. You will want to look for:
- Board of Education policies
- Any superintendent regulations
- Any administrative guidelines
- Look for policies related to buildings, students, staff, and curriculum

If your district does not post these policies online, you may need to contact the district's office to request them.

Instructions

1. Identify your existing policies that align with WSCC domains. Some examples are provided in the "Current Policies" column – <u>circle or highlight</u> those that you have and <u>cross out</u> ones that you do not have. <u>Add</u> any additional policies on the blank spaces provided.
2. For each policy, identify <u>who</u> within your school or district has expertise related to this domain or policy.
3. Then, for each domain, identify any <u>available resources</u> that might support your policy efforts. Examples include state or district initiatives, new legislation, available grant funding, or professional learning opportunities.

Domain	Current Policies (circle or highlight those you have, cross out those you don't have, add any others)	Within my setting, <u>who</u> has expertise related to this policy? (From whom can I ask for help to understand this policy and its history?)	What other <u>resources</u> might be available related to this policy? (e.g., state initiatives, district focus, grant funding, professional learning opportunities)
PHYSICAL ACTIVITY	• District Wellness Policy • Recess Policy • •		
NUTRITION ENVIRONMENT	• District Wellness Policy • •		
HEALTH EDUCATION	• Curriculum and Instruction Policy • Sexual Health Education Policy • Substance Use Prevention Policies • •		
SOCIAL & EMOTIONAL CLIMATE	• Bullying Policy • Student Discipline Policy • Student Code of Conduct • •		

Domain	Current Policies	Within my setting, who has expertise related to this policy?	What other resources might be available related to this policy?
SAFE ENVIRONMENT	- Cleaning Policy - Green Cleaning Policy - School Safety - Emergency Preparedness - Construction/ Remodeling - Pesticide/ Hazardous Material		
HEALTH SERVICES	- Health Services Policy - Responding to Communicable Disease Policy - Allergy Management Policy - Overdose Prevention - Chronic Disease Management		
BEHAVIORAL SUPPORTS	- Suicide prevention - Responding to student substance use - Student discipline/code of conduct		

Domain	Current Policies	Within my setting, <u>who</u> has expertise related to this policy?	What other <u>resources</u> might be available related to this policy?
EMPLOYEE WELLNESS	• District wellness policy • Tobacco use policy • •		
COMMUNITY INVOLVEMENT	• District wellness policy • Community relations policy • Graduation requirements (volunteering or service learning components) • •		
FAMILY ENGAGEMENT	• District Wellness Policy • Parent involvement • Community relations • •		
Integration, Implementation, Evaluation	• District Wellness Policy •		
Wellness Promotion and Marketing	• District Wellness Policy •		

ACTIVITY 6 - BIG PICTURE WSCC SWOT ANALYSIS

Time to Complete: 15 minutes

Goal of Activity: Identify WSCC domains that are areas of strength, weakness, opportunity, and tension and identify opportunities to strengthen equity through attention to access, diversity, and inclusion.

Instructions

1. Identify areas of **strength**. Which WSCC domains have you covered well in policy (i.e., higher scores in strength and comprehensiveness on the WellSAT WSCC)? Which policies or WSCC domains include explicit attention to equity?

2. Next, identify areas of **weakness**. Which WSCC domains are less present in your policies (i.e., lower scores in strength and comprehensiveness on the WellSAT WSCC)? In which domains do you have gaps in requiring explicit attention to equity (access, diversity, and inclusion)? In reviewing your policies to complete the WellSAT WSCC, did you identify any policies that are not well implemented in practice?

3. Then, identify areas of **opportunity**. Can any of your weaknesses be areas of opportunity to improve? Are there opportunities to strengthen your attention to equity within your policies? Are there any internal or external initiatives that could support this work?

4. Identify **tensions**. What tensions exist to integrating policy focused on the whole child in your setting? What complicates your ability to revise or implement policies?

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Tensions

Strengths

Weaknesses

Opportunities

Tensions

ACTIVITY 7 - ZOOMING IN TO THE POLICY LEVEL

Time to Complete: 20 minutes

Goal of Activity: To identify potential areas for policy strengthening within one WSCC domain.

In this activity, you will use all of the data and insight that you have gathered up to this point to brainstorm potential directions for policy strengthening in your setting. We provide guiding questions to help you consider opportunities for strengthening policy through updates, de-implementation, or adding language.

Instructions

1. On Page 2, identify your WSCC domain of focus. Then, use the leftmost column of the table to record the policies that you have within this domain (if needed, refer back to Activity 4 - Identifying Existing Policies to gather these policy names).

2. Next, focus on the first policy you have listed in the leftmost column. Using the questions provided in the table, identify opportunities to strengthen this policy through updates, de-implementation, or adding language. Record "n/a" if a category does not apply to your policy.

3. Repeat for each policy that you have recorded in the leftmost column.

4. Review your potential directions for policy strengthening! In the next activity, you will consider your setting's readiness and urgency to undertake each of these potential policy changes. In this step, focus on brainstorming using all of the data and insight you have gathered up to this point!

Potential Action Steps to Strengthen Policy

WSCC Domain of Focus:

Current Policy Name	Potential Updates • Does this policy capture your current practices related to the topic? • Is any of the language in this policy outdated? • What updates could be made to strengthen this policy?	Potential De-Implementation • Does any language in this policy have negative or adverse consequences in your setting? • Do you have sufficient resources to implement the language in this policy? • Does any of the language in this policy contradict other policies? • What could you de-implement to strengthen implementation of this policy?	Potential Language Additions • Was there language in the WellSAT WSCC that is of interest and would strengthen this policy? • Does the policy explicitly address equitable opportunities and outcomes? • What language could you add to strengthen this policy?
e.g., Discipline policy	• *Remove language related to zero tolerance.* • *Codify efforts taken to minimize exclusionary school discipline and assess for disproportionality.*	*n/a*	*Add restorative practices*

Current Policy Name	Potential Updates	Potential De-Implementation	Potential Language Additions
	• Does this policy capture your current practices related to the topic? • Is any of the language in this policy outdated? • What updates could be made to strengthen this policy?	• Does any language in this policy have negative or adverse consequences in your setting? • Do you have sufficient resources to implement the language in this policy? • Does any of the language in this policy contradict other policies? • What could you de-implement to strengthen implementation of this policy?	• Was there language in the WellSAT WSCC that is of interest and would strengthen this policy? • Does the policy explicitly address equitable opportunities and outcomes? • What language could you add to strengthen this policy?

ACTIVITY 8 - WEIGHING URGENCY AND READINESS TO UNDERTAKE POLICY CHANGE

Time to Complete: 15 minutes

Goal of Activity: To narrow down to 1-5 policy changes to pursue, with these prioritized based on urgency and readiness.

Instructions

1. Refer to each of the policy changes that you identified as potential areas for policy change (update, de-implementation, or adding new language) in Activity 7 – Zooming In.

2. Place each potential policy change in one of the four quadrants below. To do so, identify whether the policy change has high or low urgency in your setting. Then, drawing on the example indicators provided and what you read in the blueprint, identify whether your setting has high or low readiness for the policy change. Write the policy change in the quadrant that corresponds to where your urgency and readiness for the policy change intersect.

Weighing Urgency and Readiness

	High Urgency (Necessary immediately; e.g., causing adverse consequences, a need to explicitly document efforts to promote equity, strong community pressure, absence of a policy is creating problems)	**Low Urgency** (Not immediately necessary; e.g., policy change documents practices that will continue in the interim, policy change clarifies language but will not change existing practices)
High Readiness (e.g., alignment with school community's priorities and values, necessary resources and professional learning are available, capacity to draft and adopt policy change)		
Low Readiness (e.g., necessary resources are not yet available, staff or community attitudes are not favorable towards the policy change)		

Now, identify up to 3-5 potential policy changes to undertake. Start with those with **high urgency and high readiness**. If space and capacity allows, continue with those with **low urgency and high readiness**. As more of a long-term goal, consider how to build readiness for those policy changes that have high urgency and low readiness.

Immediate Priorities for Policy Change

(Start with high urgency and high readiness)

1.

2.

3.

(If space and capacity allows, low urgency and high readiness)

4.

5.

ACTIVITY 9 – ACTION PLANNING

Time to Complete: 25 minutes

Goal of Activity: To outline the steps that need to be taken to complete this policy change.

Instructions

Complete a unique action plan for each priority policy change (update, de-implementation, adding new language). Then, use this action plan to monitor your progress throughout the revision process.

Policy Change:

Circle one or more: Update   De-Implement   Add new language

Briefly describe the policy change:

For de-implementation only: What **learning and/or unlearning** will be needed for successful de-implementation of this policy?

For adding new language only: What **practices** need to be put into place or continued to meet the requirements of the revised policy?

What is the **expected impact** of the revised policy? How will it be measured?

Steps to Policy Revision, Adoption, or De-Implementation

Task	Person Responsible	Timeline	Completed

Roadblocks and Barriers Encountered During Policy Change Process and Actions Taken to Overcome:

Date Policy Change was completed: _____

Congratulations on your effects to integrate WSCC into your setting!

ACTIVITY 10 – BRINGING POLICY TO PRACTICE

Time to Complete: 15 minutes

Goal of Activity: To identify who needs to be informed of each policy change and ongoing evaluation to ensure the revised policy is working.

Instructions: For each policy that you have changed, identify next steps for sharing the revisions as well as monitoring implementation. Consider who is impacted by the policy change, what they need to know to put it into practice, how you will share this information, and finally, how you will know if the revised policy is working as intended.

Summary of Policy Change List the policy name and a summary of the changes made.	Informing Others of Policy Change • Who needs to be informed of this policy change? • What do they need to know? • How will you inform them?	Ongoing Evaluation What procedures will we put in place to monitor how the revised policy is working?
Example: *Discipline Policy* *Updated to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality; removed language related to zero tolerance.*	*Staff:* • *Need to alert staff to policy changes; review alternatives to exclusionary school discipline; share aggregate data report showing assessment for disproportionality* • *10-15 minute presentation at staff meeting following policy adoption; share policy via email* *Families:* • *Need to alert families to policy changes* • *Write-up in weekly newsletter highlighting these positive shifts in policy* *Administrative colleagues:* • *Need to alert other administrators in the district to these policy changes* • *Group email with offer to follow up to address any questions*	• *Ongoing monthly discipline data reviews* • *Confirm monthly that exclusionary school discipline (suspension, expulsion) is not used for any K-2 students* • *Look for minimal use in grades 3-5 and for only most severe infractions* • *Maintain a spreadsheet of monthly reviews of discipline data by race, gender, and special education status, noting any indications of disproportionality*

Summary of Policy Change	Informing Others of Policy Change	Ongoing Evaluation
List the policy name and a summary of the changes made.	• Who needs to be informed of this policy change? • What do they need to know? • How will you inform them?	What procedures will we put in place to monitor how the revised policy is working?

APPENDIX C – Supplemental Materials

- Activity – Constructing an Effective Leadership Team

SUPPLEMENTAL ACTIVITY – CONSTRUCTING AN EFFECTIVE LEADERSHIP TEAM

Time to Complete: 20 minutes

Goal of Activity: To create a multidisciplinary team to lead the WSCC blueprinting work.

Instructions

1. For each domain, brainstorm the key personnel that partake in decision-making AND in the implementation of services in that area.
2. Use the third column to identify existing team members that are linked to each domain. Note that names may be written multiple times in this column. The goal is to ensure that each domain has at least one team member who can represent the ongoing work in that area.
3. Answer the two questions below the table to (a) to summarize how many people are on the team, and (b) to plan for when and how often meetings will occur.

WSCC Domain	List key personnel	Leadership team member(s) linked to domain	Additional staff linked to domain
Physical Activity			
Health Education			
Social & Emotional Climate			
Community Engagement			
Nutrition Environment			
Safe Environment			

Employee Wellness			
Health Services			
Family Engagement			
Behavioral Supports			

How many people are on the leadership team?

When and how often will leadership team meetings occur?