



WSSCC Policy Blueprint

Session 4

Purpose: To compile WSSCC-aligned policies in your setting, identify colleagues with expertise related to each policy, and available resources that might assist with strengthening policy

Review

- Preparing to Use the WellSAT WSSCC 2.0 with your Policies

Do Together

- Activity 4: Identifying Existing Policies and Resources



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SUBJECT		RATING
SEC1	Addresses participation in school climate surveys	? NA 0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
SEC3	Addresses promoting positive relationships between students and employees	? NA 0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
SEC4	Identifies school-wide approaches to address harassment, bullying, and/or cyberbullying	? NA 0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
SEC5	Addresses diversity and inclusion to promote engagement of all students in school activities	? NA 0 1 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

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, <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)
	<ul style="list-style-type: none"> • District Wellness Policy • Recess Policy • • 	School Nurse, Superintendent, Food Services Director	New bike path in town
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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

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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.



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 – circle or highlight those that you have and cross out ones that you do not have. Add any additional policies on the blank spaces provided.
2. For each policy, identify who within your school or district has expertise related to this domain or policy.
3. Then, for each domain, identify any available resources 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)
	<ul style="list-style-type: none"> • District Wellness Policy • Recess Policy • • 		
	<ul style="list-style-type: none"> • District Wellness Policy • • 		
	<ul style="list-style-type: none"> • Curriculum and Instruction Policy • Sexual Health Education Policy • Substance Use Prevention Policies • • 		
	<ul style="list-style-type: none"> • Bullying Policy • Student Discipline Policy • Student 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?
	<ul style="list-style-type: none"> • Cleaning Policy • Green Cleaning Policy • School Safety • Emergency Preparedness • Construction/ Remodeling • Pesticide/ Hazardous Material • • 		
	<ul style="list-style-type: none"> • Health Services Policy • Responding to Communicable Disease Policy • Allergy Management Policy • Overdose Prevention • Chronic Disease Management • • 		
	<ul style="list-style-type: none"> • 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?
	<ul style="list-style-type: none"> • District wellness policy • Tobacco use policy • • 		
	<ul style="list-style-type: none"> • District wellness policy • Community relations policy • Graduation requirements (volunteering or service learning components) • • 		
	<ul style="list-style-type: none"> • District Wellness Policy • Parent involvement • Community relations • • 		
Integration, Implementation, Evaluation	<ul style="list-style-type: none"> • District Wellness Policy • 		
Wellness Promotion and Marketing	<ul style="list-style-type: none"> • District Wellness Policy • 		