WSCC **Policy** Blueprint

Session 1

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

Review

❏ 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

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.

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.	School administrator works alone over the **<u>summer</u>**, consulting colleagues as necessary.	Team of 4 staff members meets **<u>bi-weekly</u>** to complete the blueprint between October and January.	Administrative team uses a **<u>2-day retreat</u>** over the summer to complete their full blueprint.
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**	Completed **<u>individually</u>**	**Team:** 1. Principal 2. Nurse 3. Food services director 4. Instructional coach	**Team:** 1. Principal 2. Assistant Principal 3. Assistant Principal

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

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

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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.

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

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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."

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 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.	Overview Brief	
	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

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.	Introductory Video	
	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.