



WSCC Policy Blueprint

Session 10

Purpose: To identify the practice changes that need to be made to align with revised policies

Review

- Putting Policy into Practice activity, case study, & reflection questions
- Celebrating your Practice Plan

Do Together

- Activity 10: Putting Policy into Practice



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	Informing Others of Policy Change	Ongoing Evaluation
<p>List the policy name and a summary of the changes made.</p> <p><i>Example:</i></p> <p><i>Discipline Policy</i></p> <p><i>Updated to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality; removed language related to zero tolerance.</i></p>	<ul style="list-style-type: none"> Who needs to be informed of this policy change? What do they need to know? How will you inform them? <p><u>Staff:</u></p> <ul style="list-style-type: none"> 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 <p><u>Families:</u></p> <ul style="list-style-type: none"> Need to alert families to policy changes Write-up in weekly newsletter highlighting these positive shifts in policy <p><u>Administrative colleagues:</u></p> <ul style="list-style-type: none"> Need to alert other administrators in the district to these policy changes Group email with offer to follow up to address any questions 	<p>What procedures will we put in place to monitor how the revised policy is working?</p> <ul style="list-style-type: none"> 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

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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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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.

<p>Summary of Policy Change</p> <p>List the policy name and a summary of the changes made.</p>	<p><u>Informing Others of Policy Change</u></p> <ul style="list-style-type: none"> Who needs to be informed of this policy change? What do they need to know? How will you inform them? 	<p><u>Ongoing Evaluation</u></p> <p>What procedures will we put in place to monitor how the revised policy is working?</p>
<p><i>Example:</i></p> <p><i>Discipline Policy</i></p> <p><i>Updated to reflect efforts taken to minimize exclusionary school discipline and assess for disproportionality; removed language related to zero tolerance.</i></p>	<p><u>Staff:</u></p> <ul style="list-style-type: none"> <i>Need to alert staff to policy changes; review alternatives to exclusionary school discipline; share aggregate data report showing assessment for disproportionality</i> <i>10-15 minute presentation at staff meeting following policy adoption; share policy via email</i> <p><u>Families:</u></p> <ul style="list-style-type: none"> <i>Need to alert families to policy changes</i> <i>Write-up in weekly newsletter highlighting these positive shifts in policy</i> <p><u>Administrative colleagues:</u></p> <ul style="list-style-type: none"> <i>Need to alert other administrators in the district to these policy changes</i> <i>Group email with offer to follow up to address any questions</i> 	<ul style="list-style-type: none"> <i>Ongoing monthly discipline data reviews</i> <i>Confirm monthly that exclusionary school discipline (suspension, expulsion) is not used for any K-2 students</i> <i>Look for minimal use in grades 3-5 and for only most severe infractions</i> <i>Maintain a spreadsheet of monthly reviews of discipline data by race, gender, and special education status, noting any indications of disproportionality</i>

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