

WSSC Practice Blueprint Session 1

Purpose: To create a multidisciplinary team to lead the WSSC blueprinting work

Review

- How should we complete this blueprint?
- Who should complete this blueprint?

Do Together

- Activity 1: Constructing an Effective Leadership Team

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WHO SHOULD COMPLETE THIS BLUEPRINT?

This practice blueprint is intended for school teams who are interested in improving their use of whole child practices. To guide this work, we specifically use the [Whole School, Whole Community, Whole Child \(WSCC\) model](#). Before you dive into blueprinting, we offer an activity to help you construct an interdisciplinary leadership team that represents expertise and voice across WSCC domains. It is likely that specific individuals in your setting hold expertise related to practices in specific domains (e.g., physical education teacher, school counselor, college and career readiness coordinator); knowledge-sharing can help to ensure that your team gets the most out of the blueprinting process.



Activity 1 - Constructing an Effective Whole Child Leadership Team

Anticipated time needed to complete this activity: 20 minutes

[Activity 1 - Constructing an Effective Whole Child Leadership Team](#) is intended to help determine team composition. Key considerations that it will help with are:

- Who should serve on the leadership team to enable coverage across the majority of WSCC domains?
- Who else can be brought into conversations as needed to ensure the WSCC domains and voices of key groups are fully represented?
- How many core leadership team members are sufficient to balance representation and efficiency?
- How often and when will meetings occur?

ACTIVITY 1 – CONSTRUCTING AN EFFECTIVE WHOLE CHILD 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.

Hillside's SST consists of:

- Mr. Smith, Principal
- Mrs. Garcia, Vice principal
- Ms. Lee, School nurse
- Dr. Yusuf, School psychologist
- Dr. Greenberg, School counselor
- Mr. Banerjee, Special education teacher
- Mr. Kishia, Family and consumer sciences teacher
- Mrs. Wu, English teacher
- Dr. Hess, Science teacher
- Ms. Wilcox, Math teacher
- Mr. Stevens, History teacher
- Mrs. Alves, Spanish teacher

| WSCC Domain | List key personnel | Leadership team member(s) linked to domain | Additional staff linked to domain |
|-------------------|--|---|--|
| Physical Activity | District health and wellness coordinator, school administrators, health and physical education teachers, coaches, school nurse | <ul style="list-style-type: none"> • Mr. Smith • Mrs. Garcia • Mrs. Wu | <ul style="list-style-type: none"> • Physical education teacher(s) • Health education teacher(s) |
| Health Education | District health and wellness coordinator, school administrators, health and physical education teachers, coaches, school nurse | <ul style="list-style-type: none"> • Mr. Smith • Mrs. Garcia • Mrs. Wu | <ul style="list-style-type: none"> • Physical education teacher(s) • Health education teacher(s) |

Constructing an Effective Leadership Team | [csch.uconn.edu](#)



Throughout the blueprint, we include case studies to provide examples of one school and one district's WSCC practice blueprinting efforts. Importantly, these illustrate only two of many paths through the blueprint. However, reading the case studies may spark ideas for your own setting's work or provide clarity on how to approach each activity. The school team's case study is shown in green boxes. The district team's case study is shown in yellow boxes. You might choose to only read the case study (school or district) that applies to your context.

Here, we introduce the case studies that will be carried throughout the practice blueprint. In these case studies, you will learn about each team, their settings, and the insights they gained from the Constructing an Effective Whole Child Team activity.

School Team Case Study:

Introducing Hillside Academy's Practice Blueprint Work

Hillside Academy is a mid-size public secondary school located in a rural New England town. Hillside administration is seeking to strengthen alignment of their practices with the WSCC model. Mr. Smith, the principal at Hillside Academy, heard about the WSCC model at a conference and has since identified some Hillside Academy practices that align with WSCC domains. However, Mr. Smith feels that steps were needed to more fully integrate WSCC practices into the school's day-to-day operations.

Hillside has a Student Support Team (SST) that meets regularly to make decisions and review data regarding school initiatives. Hillside's SST consists of administrators, a general education teacher from each academic department, a special education teacher, a school nurse, and school mental health professionals. Hillside staff, including members of the SST, were introduced to the WSCC model during a recent professional development (PD) workshop. Following up on this introduction, Mr. Smith asks the SST if they are interested in forming a team focused on strengthening Hillside's WSCC efforts. The SST members are enthusiastic about increasing the school's implementation of WSCC practices and agree to discuss this further at their next SST meeting.

During Hillside's next SST meeting, the team takes the last 30 minutes to work on the Constructing an Effective Leadership Team activity. They work together to identify the key personnel that take part in decision-making AND implementation of services across various WSCC domains. They realize that the current SST members are linked to decision-making and implementation across most domains. However, they also recognize that there are colleagues that they would need to reach out to related to certain domains. In addition, they agree that if they are going to take on this work, they'll want to ensure broad staff, family, and community support before making any major decisions.

Anticipating that they'll be able to reach out to additional staff members for input at various times, the SST members believe that their team has the time, enthusiasm, and interdisciplinary structure to serve as the Whole Child Team. They identify that their goal is to align Hillside's practices with the WSCC model. They decide to allocate the last 30

minutes of every other SST meeting to focus on their WSCC practice work as the Whole Child Team.

As a first step, Mr. Banerjee, the representative from the special education department, offers to email the additional staff members that the team identified to describe the Whole Child Team to see if the team can tap their expertise when making decisions related to their work.

District Team Case Study:

Introducing Elmwood School District's Practice Blueprint Work

Elmwood School District is a large public school district in a mid-Atlantic city. Elmwood has been invested in whole child practices for many years and recently learned about the WSCC model. Specifically, Assistant Superintendent Taylor learned about the WSCC model and how it could be an organizing framework for the work done in Elmwood.

Assistant Superintendent Taylor shares the WSCC model with Elmwood's Superintendent and both agree to start by having the District Wellness team incorporate the WSCC model as an organizing framework for their work. Assistant Superintendent Taylor decides to use the WSCC Practice Blueprint to guide the team's learning and actions for the school year.

Elmwood's District Wellness team is co-chaired by Assistant Superintendent Taylor and the District's Registered Dietitian, Ms. Hernandez. The full team meets four times a year to make decisions related to district wellness, discuss progress on any initiatives, and brainstorm solutions to current challenges. The full team includes:

- Assistant Superintendent Taylor, co-chair
- Registered Dietitian, Ms. Hernandez, co-chair
- Superintendent Francis
- District Health and Physical Education Coordinator, Mr. Thomas
- Nursing Supervisor, Mrs. Moore
- City Department of Health official, Mr. Wilson
- Parent, Ms. Williams
- 7th grade student, Ava
- 10th-grade student, Lucas

A smaller workgroup (called an Executive Council) meets monthly to implement decisions made by the full wellness team. The Executive Council includes:

- Assistant Superintendent Taylor, co-chair
- Registered Dietitian, Ms. Hernandez, co-chair
- District Health and Physical Education Coordinator, Mr. Thomas

- Nursing Supervisor, Mrs. Moore

During Elmwood's first quarter district wellness team meeting, the team takes 20 minutes to work on the Constructing an Effective Leadership Team activity. They realize that they have representation across many of the WSCC domains, but also some key gaps. They identify the domains of Social and Emotional Climate, Behavioral Supports, Safe Environment, and Community Involvement as areas lacking sufficient representation on their wellness team. The team identifies three additional people to invite onto the team:

- District Lead Psychologist, Dr. Williams
- Facilities Manager, Mr. Robins
- Parks and Recreation Director, Ms. Adams

The team agrees to invite these three individuals to join the district wellness team, asking them to contribute to quarterly meetings and support the executive council, as needed, in between quarterly meetings. The team also agrees that the executive council should continue with the WSCC Practice Blueprint in their monthly meetings and provide a report back at the next quarterly meeting.