



# WSCC Practice Blueprint Session 10

**Purpose:** To identify the policy changes that need to be made to align policy with new practices

## Review

- Celebrating your Practice Plan
- Advocating for WSCC Policy activity, case study, & reflection questions

## Do Together

- Activity 10 – Advocating for WSCC Policy

Suggested Citation: Chafouleas, S. M. & Koslouski, J. B. (2026, April). WSCC Practice Blueprint: A School Planning Guide for Whole Child Initiatives. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.

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- **Process:** Registration system established for families to register their student for a specific sport
- **Process:** Number of registered students in each sport, per school, per season
- **Process:** Percentage of registered students attending practices and games
- **Outcome:** Number of minutes of physical activity offered through intramurals program
- **Outcome:** Student, family, and coach satisfaction (measured through a brief survey) with intramurals program
- **Outcome:** School attendance and office discipline rates for students participating in the intramurals program

The executive council plans to share their action plan with the full district wellness team for feedback at their final quarterly meeting. They will discuss potential roles that wellness team members can take in supporting the initiative as well as a plan for progress monitoring implementation next school year.

## REFLECT



1. How did your team address any challenges when completing the Action Plan worksheet?
2. How will you measure both the process and outcomes of your action plan implementation?
3. How often will your team monitor implementation progress?
4. What will your team do if implementation progress is not proceeding as planned for any identified initiatives?

## Celebrating Your Practice Plan

Congratulations – your team has successfully worked through blueprinting for whole child systems implementation! Thank you for your commitment to supporting positive whole child outcomes in your setting. Take some time as a team to celebrate your success!

We know that as the leadership team, each member has contributed effort to this process, and you have solid directions and plans for action. As part of celebrating your success, think about how you might continue to share the work that your leadership team has done with key groups, such as staff, families, administrators, and community partners. Is a representative willing to present at the next faculty meeting?

Can you summarize the steps you've taken into a 1-pager or newsletter to share with families and community partners?

Keeping key groups (e.g., staff, families, administrators, community members) 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 your leadership team will share out updates!

### **School Team Case Study:**

#### **An Update on Hillside's Progress**

Hillside's team capitalizes on their momentum after creating their action plans. They confirm childcare coverage for teachers during parent-teacher conferences and begin publicizing this to staff. Mrs. Wu arranges to borrow some toys from the preschool and elementary schools for the evening, and the National Honor Society advisor provides a list of committed students for the evening.

Mr. Maple also connects with a financial advisor in the community who would be happy to present to teachers at a reduced rate. They schedule the session for an upcoming PD time and begin publicizing to staff, allowing them to submit questions in advance. The team also plans to work with the financial advisor to compile a help document to accompany the PD session (e.g., next steps for verifying beneficiaries on retirement accounts).

Mr. Banerjee sets reminders in his calendar to bring the staff survey back to the team, knowing how important it is to collect staff's feedback and perspectives on Hillside's Employee Wellness efforts. The team tentatively plans to survey staff in October and May of each year to inform their efforts and gain feedback on how things went.

### **District Team Case Study:**

#### **Relaunching Elmwood's District-Wide Intramurals Program!**

Mr. Thomas and Ms. Adams work together to secure space, hire coaches, establish a schedule, and launch registration for fall soccer and lacrosse at both the elementary and middle school levels! Registration numbers are strong and students are abuzz with excitement for the program. Mr. Thomas has enlisted an intern to support the launch of the program and the Parks and Recreation Department was able to co-sponsor the initiative, reducing registration costs for families. Once the fall season is comfortably underway, Mr. Thomas and Ms. Adams turn their attention to planning for the spring season and considering how they might expand the following school year!



## Activity 10 – Advocating for WSCC Policy

Anticipated time needed to complete this activity: 20 minutes

Now that you have completed your blueprinting process for WSCC practices, you may consider shifting to WSCC policy. We recommend completing the blueprinting process for both practice and policy, as this will help paint a picture of the level of coordination across what you are supposed to be doing (policy) and what is actually happening (practice). Ideally, practice and policy changes will occur in parallel.

To help ensure the changes you are making to practices are sustained, you now want to review and update relevant policies to ensure that the messaging is consistent with what you are doing. Remember, documenting these practice changes in policy can also help to encourage use of your new or revised practices, as policy provides structures for accountability. Policy also enhances sustainability of desired practices as new school personnel come into the system.

In this final activity, you will summarize next steps for advocating for WSCC policy changes in your setting.

A completed example of [Activity 10 – Advocating for WSCC Policy](#) is shown below.

### ACTIVITY 10 – ADVOCATING FOR WSCC POLICY

Time to Complete: 20 minutes



**Goal of Activity:** To identify the policy changes that need to be made to align policy with new practices.

#### Instructions:

For each action plan you have created, summarize your system's practice needs and identify potential policy shifts to ensure alignment across practice and policy. Instructions for completing each column are listed in the table below, and the first row provides an example of what information you might choose to include.

<b>Identified Area of Need</b> What did WSCC Practice Blueprinting show as areas of need in your system? List one need per row.	<b>Current State of Policy</b> What is the current state of your system's policy in this area? For example, is there an existing policy? What is the current policy language?	<b>Policy Shifts/Changes for Alignment</b> Are changes in policy language needed in this area to reflect planned changes to practice? If so, what changes need to occur to ensure alignment?
<i>Example: Analysis of Behavioral Supports and Social Emotional Climate revealed a need for a universal positive behavioral support system.</i>	<i>Example: Current policy describes responses to challenging behavior such as minor and major office discipline referrals and reasons for suspension and expulsion.</i>	<i>Example: Discipline policy needs to be revised to align with procedures/language used in positive behavioral support system, with emphasis on proactive as opposed to reactive supports.</i>
Analysis of Employee Wellness revealed a need for practice changes that reflect the unique needs of Hillside staff.	Current School Wellness Policy states: "Hillside Academy will support staff wellness initiatives and promote staff self-care."	The Employee Wellness section of the School Wellness Policy should be revised to emphasize the practice of collecting staff input to inform Employee Wellness initiatives. For example, the policy could be updated to read "Employee Wellness initiatives must be based on input and suggestions from district staff. Twice annually, all staff will be invited to provide feedback on current and desired Employee Wellness initiatives (e.g., through a survey or focus groups)."

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## School Team Case Study:

### Hillside's Decisions to Advocate for WSCC Policy

The Whole Child Team has been enthusiastic about improving Employee Wellness practices at Hillside Academy throughout the Blueprinting process. They feel they have made progress in incorporating staff voice in Employee Wellness initiatives and do not want this progress to be lost. Mr. Smith also wants to be sure that Hillside's policies and practices are aligned.

The Team completes the Advocating for WSCC Policy worksheet.

The team realizes that the existing Employee Wellness section of their School Wellness Policy is quite vague: "Hillside Academy will support staff wellness initiatives and promote staff self-care." It is clear to everyone on the team that the policy language needs to be updated. They would like the policy to reflect the practice of collecting staff input to inform Employee Wellness initiatives and to include guidelines for evaluating Employee Wellness initiatives. The team spends some time drafting what this language might be and notes it on their Advocating for WSCC Policy worksheet.

The Whole Child Team reflects on how much progress they have made completing the Practice Blueprint and decides to begin exploring the [Policy Blueprint](#) in their next meeting. The meeting concludes with Mr. Smith recognizing everyone on the team for their amazing work!

## District Team Case Study:

### Elmwood's Opportunities to Update WSCC Policy

Elmwood's intramural program has been highly successful! The district wellness team has been sharing out its success with the Board of Education and the intuitive was highlighted with a cover story in the local newspaper. At one of their quarterly meetings, the wellness team discusses how to continue to build and sustain the program as priorities evolve. The team completes the Advocating for WSCC Policy worksheet.

The team recognizes that out-of-school time is not addressed in its wellness policy. The team identifies this as an opportunity to update their policy to include a focus on offering opportunities for students to be physically active before and after school. Assistant Superintendent Taylor takes notes on the Advocating for WSCC Policy worksheet, and she and Superintendent Francis plan to review the notes in greater depth at an upcoming meeting. Assistant Superintendent Taylor and Superintendent Francis agree that the WSCC [Policy Blueprint](#) might provide a strong framework for their summer work to revise policy.

The team concludes by celebrating all of the work they have accomplished this year with a special shout out to Mr. Thomas and Ms. Adams for leading an effort that added thousands of minutes of physical activity to the lives of Elmwood's students!