



# WSCC Practice Blueprint Session 4

**Purpose:** To evaluate your setting's use of recommended practices in each WSCC domain

## Review

- Exploring WSCC in Context activity, case study, & reflection questions

## Do Together

- Activity 4 – Exploring WSCC Practices in Context

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Before proceeding, consider the following reflection questions.

## REFLECT



1. Which WSCC domains were more challenging to inventory? Which were less challenging to inventory?
2. When stepping back to think about the activity, what excited you about your resource inventory?




### Activity 4 – Exploring WSCC Practices in Context

Anticipated time needed to complete this activity: 30 minutes

Now that you have listed out the practices, people, and assets related to WSCC in your setting, it is time to take a closer look at whether your current practices in each domain align with best practices. This will allow us to identify domains that are strengths and those that are areas of growth. With this information, you'll be well positioned to identify potential areas of focus as you proceed through the 3Es.

In [Activity 4 – Exploring WSCC Practices in Context](#) you will rate implementation of recommended practices for each domain. Then, you will provide a brief, data-based justification for your rating. These steps will also be completed for integration, implementation, and evaluation of WSCC practices. Evidence-informed practice strategies are listed for each domain to give a frame of reference of recommended practices. At the conclusion of this step, you will have a clear sense of strengths and areas for growth in relation to aligning your practices with WSCC.

Domain	Item	Rating			Justification
		not yet	sort of	got it!	
	1. Avoid physical activity as a disciplinary consequence and ensure that all students have equal access to participation in physical activity.	✓	✓	✓	<p><u>Explanation:</u> Students have 20-minute recess one time per day, all students have access to recess/physical education, school personnel participate in group games at recess, monthly flyers with community-based physical activity events sent home, no professional development/staff training, working on developing CSPAP</p> <p><u>Data sources:</u> Review of curricula, anecdotal reports from school wellness team members, professional development session list, CSPAP</p>
	2. Promote employee involvement in physical activity such as by providing opportunities for personnel to lead recess activities, participate in physical activity breaks, and serve as healthy role models.				
	3. Encourage family involvement in physical activity by providing information on how to be physically active at home and physical activity events/programming in the community.		✓		
	4. Incorporate physical activity into existing curricula, such as by having students act out the meaning of a word or jump to solve a math problem.				
	5. Provide opportunities for and choices of physical activity throughout the day, including providing physical activity breaks several times per day that last between 5 and 15 minutes.				
	6. Develop a Comprehensive School Physical Activity Program (CSPAP) plan.				

## School Team Case Study:

### Hillside's WSCC Practices Ratings

Hillside's Whole Child Team begins to take a closer look at their WSCC-aligned practices. Dr. Yusuf, the school psychologist, pulls up Activity 4 - Exploring WSCC Practices in Context so that the team can examine their practices across WSCC domains. The team works together to assign a rating based on their current implementation of recommended practices for each domain. The team makes sure to support their ratings with evidence, such as disciplinary data and staff feedback. Ms. Lee writes down a brief explanation for each rating based on the Team's conversation, referencing the data that was discussed.

The Whole Child Team is pleasantly surprised to find that they rated some of the domains so favorably! Many of their ratings indicated partial implementation, which they also found to be encouraging. What stood out, however, was their rating for their Employee Wellness practices. Though it had been discussed that staff were experiencing burnout and that employee wellness efforts could be better, the team was surprised to learn that Hillside did not currently engage in nearly any of the recommended WSCC practices in the Employee Wellness domain.

Some team members began to feel overwhelmed by the task of aligning Hillside's practices with the WSCC Employee Wellness domain. Team members remark, "Where do we even start?" and "I'm not sure that we'll ever make everyone happy." English department representative Mrs. Wu suggests that the team wait until their next meeting before trying to consider next steps and reminds the team of the many strengths in Hillside's practices that the activity also highlighted.

## District Team Case Study:

### Introducing Elmwood School District's Practice Blueprint Work

In looking ahead at Activity 4 – Exploring WSCC Practices in Context, Assistant Superintendent Taylor recognizes that this would be a great activity for the full wellness team to do at their next quarterly meeting. This will allow for the expertise of all members to be used and for a team conversation about areas of strength and opportunities for improvement. In the meantime, co-chair Ms. Hernandez confirms the new members' willingness to join the district wellness team and availability to attend the next quarterly meeting.

Ms. Hernandez and Assistant Superintendent Taylor kick off the next quarterly meeting by sharing the executive council's mapping of the district's expertise across the WSCC model (Activity 2) and their Resource Inventory (Activity 3). The group spends 10 minutes reviewing the resource inventory, and is able to add some additional initiatives and assets to the document. Next, Assistant Superintendent Taylor introduces Activity 4 – Exploring WSCC Practices in Context to the group. She suggests that they split up to complete the domains most relevant to their expertise, and then to report back on how the district is doing in comparison to best practices.

Team members work individually or in small groups to complete sections of Activity 4. Tenth-grade student, Lucas, chooses to work with the District Psychologist Dr. Williams on rating Social and Emotional Climate and Behavioral Supports. Seventh-grade student, Ava, chooses to work with District Health and Physical Education Director Mr. Thomas on rating Physical Education and Physical Activity, and parent, Ms. Williams, decides to rate Family Engagement with Assistant Superintendent Taylor. Superintendent Francis, Parks and Recreation Director Ms. Adams, and Department of Health official Mr. Wilson work together to rate Community Involvement.

The full team then comes back together to review each section. Those who rated each section share their ratings and rationale. Other team members ask questions about potential areas for improvement but primarily focus on taking the opportunity to take stock of their current practices (and learn more about domains that are not their areas of expertise!). The team notes high ratings in Social and Emotional Climate, Behavioral Supports, Health Services, and Nutrition Environment and Services. They note specific opportunities for improvement in Physical Education and Physical Activity, Family Engagement, and Community Involvement.

## REFLECT



1. In completing Exploring Your Context in WSCC Practices, which domains emerged as the strongest – choose up to 3?
2. Choosing up to 3, which domains received the lowest ratings?

## TIP



Activity 4 – Exploring WSCC Practices in Context does not provide a full assessment of each WSCC domain. Instead, it gives you a snapshot of how you are doing across all 10 WSCC domains. In Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions, you will more thoroughly assess one WSCC domain of focus. This will help you to generate more specific ideas of practices to improve as well.