



# WSCC Practice Blueprint Session 6

**Purpose:** To more thoroughly evaluate practices in one WSCC domain and identify potential practices to strengthen

## Review

- WellSAT WSCC in Practice & Identifying Potential directions activity, case study, & reflection questions

## Do Together

- Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions

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To streamline your work and optimize the potential for successful implementation, you might consider choosing a domain that is aligned with current school, district, or state areas of focus. In our work with schools, we have found alignment with school and district priorities to be a key facilitator of successful and sustainable implementation. If you have not already done so, review your school or district's strategic plan (sometimes called strategic priorities or school or district improvement plan) to see how it relates to WSCC and areas identified in your Big Picture SWOT Analysis.

## TIP



If you have not already done so, we encourage you to read the [What Do We Mean by Whole School?](#) to learn why alignment with school and district priorities can be so valuable for effective implementation and sustainment of WSCC initiatives.

## REFLECT



1. What WSCC domains did you identify as areas that you would like to follow up on?
2. Which WSCC domain will you focus on for the remainder of this pass at blueprinting? How and why did you choose this domain?



## Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions

Anticipated time needed to complete this activity: 20-30 minutes

Now that you have identified your priority WSCC domain of focus, you are ready to take a deeper dive into assessing your practices in this domain and considering next steps to strengthen those practices in [Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions](#). In this activity, you will complete a more thorough assessment of



## School Team Case Study:

### Hillside's WellSAT WSCC in Practice and Identifying Potential Directions

Hillside's team is relieved to see that they will further assess their efforts in Employee Wellness as this may give them additional ideas for how to improve those efforts. The team uses the first portion of their meeting to complete the Employee Wellness section of WellSAT WSCC in Practice. The team identifies strengths in their school and district's recent emphasis on employee wellness, availability of employee assistance programs through human resources, and environmental modifications that support healthy lifestyles (e.g., access to drinking water, healthy staff meal options in the cafeteria, and employee standing desks, as requested).

The team identifies areas of improvement related to promoting a positive workplace climate and gathering employee input in the design and delivery of employee wellness initiatives. Using their WellSAT WSCC in Practice results and knowledge of their setting, the team brainstorms four potential directions for their work:

- (1) **Soliciting staff input** about desired employee wellness initiatives.
- (2) Sponsoring an **employee wellness fair** during PD time.
- (3) Providing **childcare for staff** during evening parent-teacher conferences.
- (4) **Forming a committee** dedicated to monitoring employee wellness.

## District Team Case Study:

### Elmwood's WellSAT WSCC in Practice & Potential Directions

The executive council heard back from the majority of the wellness team members and all are in agreement that Physical Education and Physical Activity is an important priority area of focus for the team. The executive council uses their next monthly meeting to complete Activity 6 - WellSAT WSCC in Practice and Identifying Potential Directions. The team works together to complete the Physical Education and Physical Activity section of WellSAT WSCC in Practice, which surfaces additional areas of strength and opportunities for improvement in Elmwood's current practices.

The district has K-12 physical education curriculum that is aligned with national standards and implemented consistently by licensed teachers. The district also has at least 20 minutes of recess for all elementary students and shared-use agreements with community providers for access outside of school hours. The district's recent focus on physical activity has specifically included professional learning for all staff on opportunities to incorporate physical activity into the curriculum and school day.

The assessment also highlighted some opportunities for improvement. For example, students only have one block of physical education per week, which does not meet the recommended number of weekly minutes of physical education for students. There are also limited opportunities for students to engage in physical activity before and after school, and limited district-wide opportunities for family engagement in physical activity events.

The executive council brainstorms three potential directions:

1. Adding an **additional physical education class** for students, beginning with students in grades K-2.
2. Bringing back **intramural sports** for students in grades 3-12 to increase opportunities for after-school physical activity (and increase childcare offerings).
3. Hosting an annual **district-wide fun run** to increase family engagement and raise funds for physical education and physical activity equipment (e.g., recess equipment).

The team decides to share their WellSAT WSCC in Practice results and these potential directions with the full wellness team at their next quarterly meeting. They anticipate this might yield some additional brainstorming or refinement of ideas, and help to determine next steps.

Before moving onto Establishing Actions, consider the following reflection questions:

## REFLECT



1. Do you expect that these practices will bring you closer to your desired outcomes in this domain?
2. In the next activity, you will solicit input from others in your setting about these potential directions. Who would be affected by these potential directions? (e.g., students, families, staff) How might you collect their perspectives about the potential changes?

## TIP



WellSAT WSCC in Practice focuses on WSCC practices broadly. To consider WSCC practices at each tier of implementation (universal, targeted, select), see [Appendix C – Examining Tiered Supports](#). There you will find guidance on considering WSCC practices at each tier of implementation and activities for considering opportunities to strengthen practices in each tier.

## Establishing Next Steps

In Activity 6 – WellSAT WSCC in Practice and Identifying Potential Directions, you concluded by recording potential directions for strengthening WSCC work in your setting. Now it is time to solicit input from key groups in your setting. Key groups may include students, families, staff, or community members. **The support of these groups is crucial to successful initiatives.** If we are considering having staff adopt new practices, do they see value in this change? Are the new practices aligned with community values? We want to be sure that there are generally positive attitudes about the potential change across key groups (note: we will almost never get 100% support, but 80% support is often used as a benchmark to indicate sufficient support to move forward with school-based initiatives).

When considering potential directions, it is also important to consider opportunities for de-implementation.

## De-Implementing: Opportunities to Reallocate Resources

When embarking on this blueprint, you may not have considered that we were going to ask you to consider taking practices away. However de-implementation is a key piece of implementation because it frees up resources for more promising initiatives.

De-implementing is desirable when initiatives are not having the intended impact or are not positioned for effective, efficient, and sustainable implementation. De-implementation frees up resources (e.g., time, staff, energy, money) that can be allocated towards more promising work.

Sample key questions that we consider here are:

- Are there any practices that you do not have sufficient resources to implement?
- Are there any practices for which the intended outcomes are not being achieved (for everyone, or for specific subgroups)?