



WSCC Practice Blueprint Session 7

Purpose: To gather input and information to inform next steps

Review

- Establishing Next Steps
- De-Implementing: Opportunities to Reallocate Resources
- Gathering Information to Prioritize Potential Directions activity, case study, & reflection questions

Do Together

- Activity 7 – Gathering Information to Prioritize Future Directions

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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)?

- Are there practices that are regular sources of tension amongst members of the school community?

Evidence for Learning (2020) identifies four types of de-implementation:

- Reverse: it's not working anywhere
- Reduce: it's working for some sub-groups, but not all
- Replace: it's not working, but the problem it was trying to address still exists
- Rethink: it's not working or has achieved its desired outcome and should be de-implemented to make room for something else

In [Appendix D](#), we offer examples of each type of de-implementation. It is important to note that de-implementation often requires **learning** and **unlearning**. For example, staff may need to learn new curriculum or unlearn old curriculum. Consequently, it is important to identify the learning and unlearning that each de-implementation initiative will require. Because of the time this shift in practices will require, **de-implementation is a process, not an event**.

To learn more about de-implementation, we encourage you to consult the resource in [Appendix D](#).

Now that we have considered the importance of soliciting input from key groups in your setting and potential opportunities for de-implementation that would free up resources for your work, it's time to gather some information! So far, ideas have primarily been generated by your team. It's time to gather information and input from others in your setting.

There are a number of ways to solicit information and input. For example, consider:

- What data might speak to the need for this potential direction?
- Does the potential direction align with school or district priorities?
- What resources on best practices can you consult to learn more?
- What voices in the school community can help you determine if this should be a priority? (e.g., families, teachers)
- Which intended implementers can you talk with about potential buy-in and feasibility?
- Are there practices that could be de-implemented to free up resources because they are not achieving the desired outcomes?



Activity 7 – Gathering Information to Prioritize Potential Directions

Anticipated time needed to complete this activity: 30-45 minutes

Now that you have identified potential directions for your WSCC work, you are ready to gather information and input from others in your setting about these potential directions in [Activity 7 – Gathering Information to Prioritize Potential Directions](#). This will help you to determine if you have adequate buy-in, if the ideas align with strategic priorities in your school or district, and the ideas are feasible for implementation at this time. Learning that your setting is not ready for an idea is just as valuable as learning it is – it can save a lot of resources to proactively identify that the time is not right for a certain idea! In this activity, you will solicit input from others, gather relevant data, and consult resources to learn more about what it would take to implement this idea in your setting.

In consultation with your team, consider:

Potential direction: **Hosting an employee wellness fair**

- A. What data might speak to the need for this potential direction?
- B. Does the potential direction align with school or district priorities?
- C. What resources on best practices can you consult to learn more?
- D. What voices in the school community can help you determine if this should be a priority? (e.g., families, teachers)
- E. Which intended implementers can you talk with about potential buy-in and feasibility?
- F. Are there practices that could be de-implemented to free up resources because they are not achieving the desired outcomes?

<p>Record your action items. (For example: <i>review attendance data, speak to nurse regarding current challenges</i>) Then, record notes on each of your action items. Attach additional information if needed (e.g., <i>table with data, resource on best practices</i>)</p>
A. Employee survey (google form) - see if staff request informational resources that could be shared at an employee wellness fair Informal conversations with staff - would this be of interest?
B. Aligns with strategic plan to focus on employee wellness. Would need to find out if there's available contractual (PD time) in which it could be held.
C. Speak with colleagues in neighboring districts who have hosted employee wellness fairs. Check with human resources for any best practices.
D. Staff - see "A" above.
E. School and district administrators. School administrators suggest an employee wellness fair might have greater reach if held at the district level. They are open to sharing the idea with district administrators at an upcoming leadership meeting.
F. This could happen during PD time - choose time that is not yet well-spent.

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Gathering Information |

School Team Case Study:

Hillside's Gathering Information

After a thoughtful conversation about how to best solicit staff input, the team decides to send a brief, voluntary survey soliciting feedback on current and potential Employee Wellness initiatives and the potential focus of this team's efforts on Employee Wellness. The school psychologist, Dr. Yusuf, offers to draft the survey for the team's review and to then send the survey out to staff via Google Forms. In addition to sending the survey, the team also decides to explore feasibility of (a) hosting an employee wellness fair during school PD time and (2) providing childcare coverage for teachers during parent-teacher conferences as many of their teachers have school-age children that are not old enough to be left unsupervised.

The survey suggests that staff were generally in favor of the Whole Child Team focusing their efforts on improving Employee Wellness initiatives. Staff members expressed feeling overwhelmed trying to balance their professional responsibilities with life outside of school. Teachers commented on the number of evenings they feel obligated to be at school for school events, and how stressful this is with young children and other responsibilities outside of school. When asked about the employee resources sent by human resources (e.g., Employee Assistance Information, retirement planning information), staff rated the information as not helpful. Some staff elaborated to explain that the emails were dense and they rarely had time to prioritize their attention to these topics. A few staff members suggested PD time be dedicated to explaining this information to staff so they could actually use it to reduce stress. When asked if they would be interested in participating on an employee wellness committee, staff overwhelmingly declined, saying they were already overburdened with work responsibilities and other commitments.

Conversations with administrators yielded additional information about the feasibility of hosting an employee wellness fair. Administrators were generally supportive of the idea, but wondered if it should be hosted at the district level rather than school level to allow for more staff to benefit. This would also allow for a wider net to be cast in soliciting vendors or exhibitors for the event (i.e., drawing from all school's contacts and resources, rather than just one school).

Administrators were supportive of providing staff childcare for parent teacher conferences and cognizant of the stress that evening events at school put on staff. Dr. Greenberg suggested that National Honor Society students might be interested in providing childcare for service hours. Principal Smith was confident he could provide a space for the childcare to be provided. Although they weighed the idea of opening the childcare option to all families in the school community, they decided to limit it to the children of staff to start.

Equipped with input and information, the team prepares for their next meeting.

District Team Case Study:

Elmwood's Gathering Information

The first step in Elmwood's Gathering Information was for the executive council to bring their potential ideas to the full district wellness team. This yielded a good deal of enthusiasm and brainstorming, as well as some cautions, about each of the ideas. For example, the team was very enthusiastic about bringing intramurals back, but worried about getting it off the ground for grades K-12 all in one year. The facilities director also cautioned about limited available indoor space due to custodial shortages.

Next, the full team brainstormed additional input and data they could collect to weigh these potential directions. Team members agreed to split up the work and email the information they gathered to the co-chairs by the end of the month.

Mr. Thomas consulted the elementary physical education schedules and spoke with elementary principals and physical education teachers to gain their perspectives on adding an additional physical education class for each Kindergarten, first grade, and second grade classroom. In reviewing schedules, he concluded that the district would need to hire additional physical education teachers to add these additional sections. This was confirmed when speaking with building principals, and he also learned that in some schools, space would be a challenge as the gym was also used by physical and occupational therapists to provide related services. Physical education teachers agreed with the value of the idea, but reinforced that their current schedules would not allow for additional class sections.

Next, Assistant Superintendent Taylor gathered old documents about the intramural sports program, including which sports were offered (5 sports across fall, winter, and spring), who coached, and how the schedule was organized. She also confirmed that coaching stipends were still listed in the teaching contract, which would allow for coaches to be paid if funds could be identified. Parks and Recreation Director, Ms. Adams, spoke to the Parks and Recreation Board of Directors about opportunities to support or collaborate on the project. Ms. Williams, a parent, agreed to gauge family interest by floating the idea in closed PTO social media groups, reinforcing that the project was still in early planning stages. Ms. Williams reported back high levels of interest across all grade levels, but particularly among elementary-school families. Ava and Lucas shared the idea with student groups at the middle and high schools, and Ava, in particular, reported strong interest from middle school students. Lucas reported that because the high school had existing sports teams, some students were already committed to those.

Lastly, Nursing Supervisor Mrs. Moore gathered information from building principals about school-based physical activity opportunities for families. She also reviewed the city calendar for the following spring to see what other activities were being planned and found that a local non-profit organization was organizing a 1-mile family fun run and 5K to seed a new scholarship fund.