



Safe and Supportive Schools Framework

Implementation Guide and Self-Reflection Tool

School or District: _____

Date Started: _____

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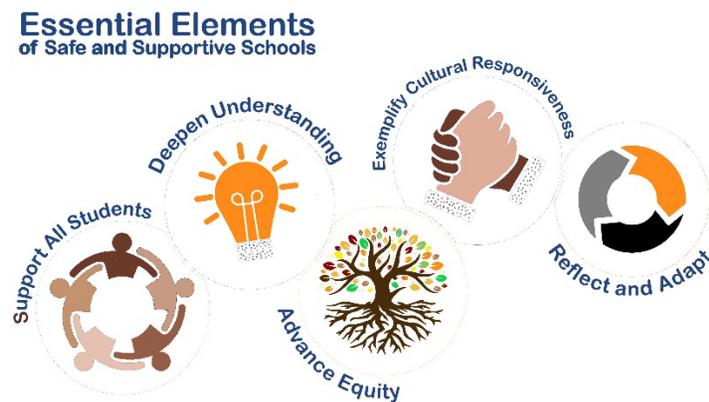
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Safe and Supportive Schools Framework Implementation Guide and Self-Reflection Tools

Executive Summary

The Safe and Supportive Schools Framework was first created as the Behavioral Health and Public Schools Framework and Tool through legislation enacted by the Massachusetts State Legislature in 2008. Safe and supportive schools integrate services and initiatives including social and emotional learning, bullying prevention, trauma sensitivity, racial and ethnic equity, cultural responsiveness, safety and support for LGBTQIA+ youth, dropout prevention, truancy reduction, systems that support students' behavioral and mental health needs, foster care and homeless youth education, inclusive practices for all students including students with disabilities, and using positive behavioral approaches that reduce suspensions and expulsions.

The Safe and Supportive Schools (SaSS) Framework and Self-Reflection Tool are updated periodically, most recently during the 2020-2021 school year. The revised Safe and Supportive Schools Framework, now referred to as the SaSS Framework Implementation Guide, offers a comprehensive process for school teams to use in collaborative reflection, planning and implementation efforts. It guides school-based teams through a phased process to plans based on their local context through a data informed examination of student needs and opportunities, school operations, personnel, processes, policies, family connections, and community services and partnerships available to create a safer and more supportive school climate and culture.



Essential Elements of a Safe and Supportive School

The foundation for the Framework is the Essential Elements of a Safe and Supportive School. The Essential Elements include:

- Support All Students
- Deepen Understanding
- Advance Equity
- Exemplify Cultural Responsiveness
- Reflect and Adapt

Phases of the Framework

The process outlined in the Framework Implementation Guide helps teams to continuously reflect upon the Essential Elements during planning and implementation using a comprehensive five-phase approach.

Phase 1: Building a foundation and strengthening readiness

Phase 2: Reflecting on the current state and identifying priorities

Phase 3: Action planning

Phase 4: Implementation

Phase 5: Developing a cycle of reflection and continuous improvement

The process supports a locally run approach for school teams to lead the entire staff to develop a deeper awareness of the qualities of a safe and supportive school, and the need to make their own school safer and more supportive.

Implementation Levers (AKA Rubrics)

There are six defined Implementation Levers which include guiding questions and rubrics that speak to a number of areas of school operation in which to focus the planning, implementation, and continuous improvement of initiatives, activities, and other work associated with a school's implementation of the Safe and Supportive Schools Framework. The Levers include:

- Leadership and Culture
- Family and Community Engagement
- Professional Learning Opportunities
- Access to Resources and Services
- Teaching and Learning
- Policies and Procedures

The Essential Elements are used as Indicators within each of the Levers to help teams gauge how each of them is in evidence within a school, and where progress needs to be made to improve conditions and outcomes.

Each Implementation Lever begins with a set of guiding questions to help teams explore each of the Essential Elements within the context of that area. The rubrics embedded within the Implementation Levers will help teams find appropriate entry points and identify priorities based on local context. When using these rubrics, teams can identify tangible evidence of where the school is on the continuum - from Beginning to Excelling - and can inform plans for building upon strengths and addressing challenges.

Safe and Supportive Schools Self-Reflection Tools

The revised Self-Reflection Tool is aligned to the rubrics within the Implementation Levers and can be used by teams to assess their capacity to create and sustain safe and supportive schools. There are two parts to the Self-Reflection Tool.

The first is a Preliminary Self-Reflection for teams to use during Phase 1 to explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist. This can help the planning team surface any immediate concerns and identify entry points for the next steps in the work.

The second part of the Self-Reflection Tool is a much deeper dive. During Phase 2, the planning team works together using the Self-Reflection Tool to identify areas where additional school-based action, efforts, guidance, and support are needed to create, expand upon, and maintain safe and supportive schools; and to create action and implementation plans to address the areas of need identified by the assessment.

Together the Safe and Supportive Schools Framework Guide and Self-Reflection Tool provides a thoughtful and inclusive process for districts and schools to use to examine their current operations, identify their strengths, challenges, and growing edges, and create, implement, and assess concrete plans to improve school climate, culture, and safety for every student.

Introduction

The objective of the Safe and Supportive Schools Framework Implementation Guide and Self-Reflection Tools is to begin a reflective, inquiry-based process to plan, implement, and continuously improve a school’s work to become safer and more supportive for the entire school community including but not limited to students, staff, families, and community partners.

The multi-phased approach outlined in this Implementation Guide takes schools through a collaborative process to identify their local priorities and create implementation plans to address them with a focus on creating a safer and more supportive culture. Implementation plans developed through this process should be incorporated into School Improvement Plans to ensure alignment with other initiatives and programs. This work can also inform and enhance District Improvement Plans.

Essential to making a school safer and more supportive is creating a sense of urgency to address systemic inequities, including racism, trauma’s impact on learning, and other structural issues. This sense of urgency is generated by a building shared understanding of what the inequities are and how they are manifested in actions and decisions in the school. The phases are designed to facilitate a creative, collaborative change process where ongoing learning opportunities and deepened awareness can become a regular part of the way school is run. The goal is to build mutual understandings and guide action planning to create schools that are safe and supportive for everyone— students, as well as families and staff. These understandings inform decisions about teaching and learning, and across all other school operations.

Understanding the systemic issues helps us recognize the need for identifying the core foundations of learning that are essential to creating safe and supportive schools. We describe Essential Elements (described in detail below), which are characteristic of safe and supportive learning environments and are critically important and foundational for learning.

A Safe and Supportive School

A safe and supportive school is one that welcomes, supports, and engages all students to learn deeply, grow, and thrive. It promotes and ensures that students experience a learning environment that is equitable, culturally responsive, and trauma sensitive. [Massachusetts Safe and Supportive Schools Framework Law \(G.L., c 69, s. 1P\)](#) defines a safe and supportive school as follows:

Schools that foster a safe, positive, healthy & inclusive whole-school learning environment:

- i. Enable students to develop positive relationships with adults and peers, regulate their emotions and behavior, achieve academic and non-academic success in school and maintain physical and psychological health and well-being; and*
- ii. Integrate services and aligns initiatives* that promote students' racial, ethnic, and cultural identities, and supports their behavioral health, including social and emotional learning, culturally and linguistically sustaining practices, suicide prevention, bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, children's mental health, foster care and homeless youth education, inclusion of students with disabilities, positive behavioral approaches that reduce suspensions and expulsions and other similar initiatives.*

*Other related initiatives may include but are not limited to BIPOC (Black, Indigenous, People of Color), LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual) alliances or other similar groups, inclusion of English language learners, substance use prevention and recovery, and more.

The Essential Elements of a Safe and Supportive School

The [Safe and Supportive Schools Commission](#) and its partners reviewed research, consulted with students, parents and community members, conducted focus groups and surveys, and interviewed experts from Massachusetts and around the country to uncover common themes, important characteristics, and best practices from many initiatives that are foundational to creating a safe and supportive school. We refer to these cross-cutting themes and characteristics as the “Essential Elements” of a safe and supportive school. While every school is unique, and no two schools will arrive at exactly the same plan, the Essential Elements provide a consistent foundation upon which to create a safe and supportive learning environment for students, staff, families, and the wider community that is based on local context, needs, available resources, and capacities.

Essential Elements of Safe and Supportive Schools



Safe and Supportive Schools Excel in Embedding the Following Essential Elements Throughout the School:

- **Support All Students to:**
 - Feel safe-physically, socially, emotionally, behaviorally, and academically
 - Build community connectedness and positive relationships with adults, families/guardians, and peers of similar and different cultural, ethnic, and racial backgrounds
 - Manage and self-regulate their emotions and behaviors
 - Experience a sense of agency and effectively self-advocate in appropriate ways
 - Engage effectively and productively with learning experiences
 - Develop a sense of competence and academic success with multiple opportunities to learn and practice newly developing skills as part of a productive community
 - Experience physical health and well-being.
- **Deepen Understanding** of all stakeholders of the need for safe and supportive schools and using a whole-school approach that values the expertise of educators and includes the voices of students and families, and acknowledges the urgency for addressing systemic inequities, including racism, trauma’s impact on learning, and other systemic issues.
- **Advance Equity** across the school and community for all students, families, and staff by addressing systemic inequities, eliminating predictable disparities, and ensuring students are engaged and challenged to achieve their fullest potential.
- **Exemplify Cultural Responsiveness** in the school and community to value students’ identities and dismantle implicit biases and systemic inequalities to create learning environments that welcome, include, and support all students to deeply learn, grow, and thrive.
- **Reflect and Adapt** to the ever-changing needs of students, families, and staff and the surrounding community by working together as a team with a sense of shared responsibility for all.

Creating a Safe and Supportive Environment for All Students

The process outlined in this Framework Implementation Guide prioritizes continuously reflecting upon the Essential Elements using a five-phase approach. It is intended to support all staff to develop an increasing familiarity with what a safe and supportive school is, to support teams to evaluate their school’s current progress and create implementation plans that identify priorities and establishes a vision of what safe and supportive means for their individual school. Schools are also encouraged to set up a cycle of continuous inquiry and improvement monitor progress against their goals and move the plans forward with fidelity and an eye to sustainability.

A Five-Phase Approach to Creating a Safe and Supportive School:

- **Phase I - Build a Foundation and Strengthen Readiness:** Take steps to create or improve important structures and processes to undergird the work; engage in a guided learning process to deepen understanding for all staff of what a safe and supportive school is; identify, recruit and support a Project Team to lead the work; and use the Preliminary Self-Reflection Tool to gauge the level to which the Essential Elements are already understood, embedded into practice, and/or prioritized within the school. Setting the stage and creating an in-depth understanding of the Essential Elements is the goal of this phase.
- **Phase II - Reflect on the Current State of the School and Identify Priorities:** Engage in reflective analysis using Implementation Levers (rubrics) and the Deep-Dive Self-Reflection tool to review school data; incorporating feedback about urgent priorities identified by staff and incorporating input from

students and families gathered through surveys, focus groups, facilitated discussions and other means. Also, consider school operations that need to be modified as part of the plan to embed the Essential Elements across the school. The goal of this phase is to determine the current state of climate, culture and safety within the school, and identify what changes must be addressed and shifts in practice need to occur to become safer and more supportive.

- **Phase III - Action Planning for a Safe and Supportive School:** Evidence and research collected in Phases 1 and 2 are used to develop a safe and supportive school action plan that is grounded in the Essential Elements. The goal of this phase is to create an actionable plan/roadmap to help a school manage itself towards becoming safer and more supportive.
- **Phase IV - Implementing for Success:** Move the work from action planning to implementation through incorporating safe and supportive practices into the school and district improvement plan. The goal of this phase is to implement the plans that have been created, execute the action steps needed to become safer and more supportive across the school and district, ensure that the process is ongoing and enduring through progress monitoring, and course correction as needed.
- **Phase V - Develop a Cycle of Continuous Inquiry and Improvement:** Codify a cycle of inquiry and a culture of continuous improvement for your safe and supportive district and/or school. The goal of this phase is to continuously monitor progress, reflect and improve upon the practices across the school to always be safer and more supportive.

How a School and/or District Should Engage with the Phased Planning and Implementation Process

The five phases identified above and detailed within this guide represent a best practice-based approach to reflecting, planning, implementing, and continuously improving the work related to becoming a safer and more supportive school. While users are encouraged to utilize the outlined phases/steps as designed, they are encouraged to engage in team dialogue to decide whether it may be appropriate to deviate at any point where it makes sense based on local context, resources, and capacity.

Phase I: Build a Foundation and Strengthen Readiness

Overview: In Phase 1, district and/or school leaders examine their readiness and build internal capacity to do the work; engage staff in a process of school culture change that harnesses their creativity as it empowers them to deepen their understanding; and establish a Project Team to lead the work of gathering information, action planning, and implementation. While there are multiple paths towards executing this work, we have outlined some specific steps below for schools to consider:

- ❑ **Step 1: Continuously Deepen Understanding:** Phase 1 begins an ongoing process of Deepening Understanding with the Essential Elements and other aspects of safe and supportive schools. Deepening understanding includes choosing themes seen as most relevant and hosting thought-provoking presentations and discussions which highlight what safe and supportive schools can be. As with any initiative, success depends on approaching planning and implementation as a learning organization - to determine the needs of students, and identify the existing and developing capacities of staff, leadership, families, and communities to embrace and adapt to new ways of doing things.
- ❑ **Step 2: Prepare for the Work:** As a district/school takes on the work, there are structures and personnel that need to be identified and put in place. This includes identifying an individual, or hiring a consultant, who serves as a project manager charged with leading the work including managing the logistics, and some preliminary structures and processes which may need to be established.
- ❑ **Step 3: Create a Project Team:** The Project Team will play the central role in the work of examining and exploring the existing policies, procedures, practices, and conditions within the school, district, and wider community; conduct extensive research; leading communications efforts; and creating a safe and supportive schools action, implementation, and evaluation plan. It is important to ensure that the Project Team is representative of multiple stakeholders and of diverse backgrounds and experiences.
- ❑ **Step 4: Conduct a Preliminary Self-Reflection:** The Project Team will conduct a preliminary self-reflection using Part 1 of the Self-Reflection Tool to develop an early understanding of what components of a safe and supportive school they already may have in place and what areas may be considered. A deeper self-reflection will occur as part of the work in Phase 2.

Exemplar Materials to Support Phase I:

- [Sample Project Team Roles and Responsibilities](#): see Designing the Planning Process
- [Sample Norms and Agreements for the Project Team](#): see Getting Started with the Project Team

Resources to Support Phase I:

- The Department of Elementary and Secondary Education (DESE) offers webinars, conference materials, and in person networking opportunities as part of the Safe and Supportive Schools grant program that are available for any school to use on the [Safe and Supportive Schools Grant webpage](#).
- Professional Development (PD) providers can be found on [DESE's PD page](#). It is highly encouraged for providers to be organizations that include staff with multiple perspectives and diversity in its makeup, including race, ethnicity, gender, sexual orientation/identity, cultures, and languages.
- The [Trauma and Learning Policy Initiative](#) has a number of resources available to support staff's Deepening Understanding about safe and supportive schools and all of the Essential Elements.
- [Safe and Supportive Schools Commission: Principles of Effective Practice for Integrating Student Supports](#)
- [School Climate Strategy Resource Guide](#) (State of NJ/Rutgers guide)
- SaSS Preliminary Self-Reflection Tool

Estimated Time to Complete Phase I: most schools need 2-3 months to complete Phase I depending upon the existing capacity within the school to engage with Deepening Understanding activities. Some schools will need more time to develop and implement the learning the processes.

Step 1: Continuously Deepen Understanding

The Essential Element of Deepening Understanding is an important and continuous set of reflection and learning opportunities that occurs throughout planning and implementation. A foundational understanding of systemic inequities is critically important in making a school safe and supportive and helps us recognize why the Essential Elements are central to learning. While every district and/or school will take their own journey to continuously deepen understanding with staff and stakeholders, some ways to get started can include:

- ❑ **Recruit a comprehensive study team** including a diverse mix of staff members who are enthusiastic about the promise of this work, as well as those who are more reluctant about it to study and learn about creating safe and supportive schools. Once the team has had a chance to learn together, they can introduce and help to promote understanding of the full complement of Essential Elements and the safe and supportive schools process to the whole school community through presentations at staff meetings, leading professional learning sessions and study groups, and through any other means the school has already established to promote school wide learning. Interested study team members can potentially continue to serve as Project Team members.
- ❑ **Identify resources and set aside dedicated time** for staff, students, families, and community members to meet. Materials and supports such as articles, books, video, and guest speakers or an external facilitator, or tapping an internal staff member who has knowledge to share about a particular subject (e.g., implementing social and emotional learning in the classroom) can all be helpful to expand learning and understanding.
- ❑ **Schedule multiple opportunities** for staff across the school to analyze and discuss the Essential Elements. Front loading this part of the work will assist with staff buy-in and help to surface important information about the life of the school such as people’s capacity for change, and underlying tensions or communications issues so they can be acknowledged and remedied at the onset to prevent setbacks as action plans are developed and implemented.
- ❑ **Creating safety for teachers and staff to surface and discuss difficult topics** is critical to Deepening Understanding. Many people maintain unconscious/implicit bias and potentially racist actions or beliefs. Creating safety for teachers and staff to approach those topics head-on and explore and learn about them despite feeling anxious and without feeling threatened is critical to getting to the heart of the issues. Think about who on the existing staff or in the external school community can guide these explorations or consider bringing in an outside facilitator with expertise in guiding complex conversations for these sessions. It is in these ongoing discussions among the staff that they can engage in dialogues that change the mental model—a step so critically important in making changes in the school culture. These dialogues are how and where staff’s understanding about the foundational importance of a safe and supportive learning environment is deepened, leading to shifts in thinking that then lead to shifts in practice, that then become embedded in the school’s operation. The self-reflection that underlies an effective change process requires these inward-facing discussions, and we recommend that your school engage in a process that enables these inward-facing discussions among staff, as a part of the process of change.
- ❑ **Plan to schedule additional Deepening Understanding sessions** as action plans are developed to build continuing opportunities for staff to learn and understand the changes that are coming and have a voice in planning and implementation. This should also be built into your communications plans.

- ❑ **Plan to include** students, families, and community members, partner organizations, and other stakeholders in Deepening Understanding learning sessions designed specifically to solicit their experiences and ideas about change and learn what a safe and supportive school community means for them.
- ❑ **Set up methods to get feedback** from every offering to learn what resonates with staff and other stakeholders, and where additional learning or supports may be needed to help them. The feedback will inform planning in Phase II. Simple feedback forms should be used at the end of each session that should be collected for review by the Project Team. Keep these anonymous whenever possible to encourage authentic feedback.

Step 2: Prepare for the Work

There are several things that need to occur early in the process. Included below is a checklist for some common activities. However, your school will need to determine your own context-based needs, and capacities to get underway:

- ❑ **A Project Manager or Consultant** is identified and charged with leading the work. Leading the team through the planning and implementation process can take a significant amount of time and effort. In some schools someone from the leadership team including the principal or an assistant principal can take on this role. Other schools assign this as a quarter or half-time position for a staff member, some districts have a full-time project manager overseeing the work in multiple locations, and other districts or schools hire a consultant to lead the work.
- ❑ **Set Up a Document Storage and/or Sharing System** to allow for secure storage and access to documents that are generated by the project manager/consultant and Project Team. Some districts/schools have created an online storage and sharing system via a server and VPN network, and some use an online platform like Google Drive to gather, share, and securely store information and documents that are generated during the work. NOTE: In the age of COVID/remote meetings, it is especially important that you use an online system with shareable folders so that members of the team can get in and access information as needed if you are unable to work together on-site as a group.
- ❑ **Create a Meeting Schedule** for the Project Team, leadership team, and for meetings and events necessary for staff to engage in Deepening Understanding. The project manager should work with the district and/or school leadership team to create a meeting schedule to set aside dedicated time for the meetings. Setting this upfront creates a transparent process for moving the work forward.
- ❑ **Agree on Team Norms:** The project manager/consultant should lead a process to create norms and agreements with the Project Team when they first gather to help the team work most effectively and efficiently together.
- ❑ **Create a Decision Matrix** to help the team transparently distribute decision making responsibilities and ensure that appropriate parties are always consulted and informed throughout the process. The project manager/consultant should work with district or school leaders to set up the criteria for creating a decision matrix for the project.
- ❑ **Begin to Identify Data Sources** the Project Team will need to consult. Some data sources are only accessible by school principals, other sources are publicly available and can be accessed through DESE and other websites. In addition to regular databases, the Project Team will also need to use a variety of surveys, focus groups, facilitated discussions, and other information-gathering methods to get a full picture of the data. This is spelled out in much more detail in Phase 2.

Step 3: Create a Project Team

A Project Team, led by the project manager and preferably including the principal or another influential school leader, will help guide and support the many tasks that lie ahead. Local context, resources, and capacity will affect whatever your school or district can do, but we suggest that you consider the following as you create your Project Team:

- ❑ **Identify teachers and others** who have experience with change management, program design and implementation, culturally responsive teaching, social and emotional learning, working with second language learners, assisting students with behavioral or developmental challenges, and working with students from diverse backgrounds.

 - The Project Team should be comprised of a diverse population of stakeholders, and attempt to include the following roles: leader (project manager and principal or assistant principal), teachers, student support specialists (e.g., counselors, psychologists, Special Education support staff, school nurse, etc.), parents and caregivers, external service providers (e.g., after school program leaders), solicit student voice, and wherever possible include a variety of students.
 - The Project Team should include multiple perspectives and diversity in its makeup, including race, ethnicity, gender, sexual orientation/identity, language, and disability, as well as staff at different points in their careers.
 - **Note:** Project Teams are most successful—and have the potential to ensure full staff buy-in—when many members are classroom teachers, who can share the thinking and the changed practices with their colleagues in grade level teams, staff meetings, Professional Learning Communities (PLCs), and other vertical teams in the school. Having a staff driven initiative—where the staff are continually sharing the work with their colleagues—brings the advantage of credibility and tends to encounter less resistance than top-down initiatives. It also has the advantage of building a sense of trust and group cohesion among educators, as they work together and share ideas and problem solve.

- ❑ **READ THE FULL SASS FRAMEWORK GUIDE** as an initial team activity. This is important and necessary as it will allow everyone on the team to understand the Essential Elements, Phases, and information and processes necessary to engage with the Self-Reflection Tools and effectively do the work.

- ❑ **Utilize best practices** to enable the Project Team to develop a culture of continuously learning and sharing their findings with the rest of the staff.

 - The Project Team should collaborate closely with, and work on behalf of, the entire school community, using the Self-Reflection Tools and Implementation Levers for learning, planning, and strategizing.
 - The Project Team should be continually communicating with district/school leaders, staff, students, families, and other stakeholders to solicit input and to secure approval for plans they create.

- ❑ **Create an Initial Communications Plan** Success of any change initiative is dependent upon having clear and timely communications to build interest and support and keep various stakeholders and stakeholder groups informed. The project manager and/or a member of the Project Team should be charged with creating and implementing an initial communications plan that includes newsletters, emails, press releases to the public, communicating with the whole school community in gatherings and meetings, and ensuring that students and families are kept abreast of the plans, and have a voice in the process. Creating a plan for frequent and timely communication will go a long way to help with staff and student buy-in, and to build support for implementation. Keep in mind that communications should be shared in an easy-to-understand form and in multiple languages to address a wide audience of stakeholders. The committee should send out an initial project announcement via whichever communication channels they choose, and plan to follow up with regular updates.

- In some schools the Project Team performs all the work of data gathering, research, planning and eventually creating and recommending an action plan for implementation. In others, specific teams or subcommittees are formed to tackle discrete tasks and report back to the Project Team to break up the work, involve more members of the school community in the process, and speed progress. These teams provide input

and information to the Project Team to inform the creation of the action plan:

- **Data team** to focus on gathering and examining the data sources needed to inform planning
- **Communications team** to share plans being developed throughout the school community
- **Student support team** made up configurations of professional and paraprofessional staff that focus on the needs of all students
- **Additional teams** can be created to review and recommend specific curricula, programs, and approaches that support implementation such as [Social and Emotional Learning \(SEL\)](#) curricula, [Culturally and Linguistically Sustaining Practices](#), [Universal Design for Learning](#), [Positive Behavior Interventions and Supports \(PBIS\)](#), [Whole School, Whole Community, Whole Child \(WSCC\) framework](#), and [Multi-tiered Systems of Support \(MTSS\)](#) which all complement safe and supportive schools efforts

Once the action and implementation plans are created, the Project Team should recommend decisions about incorporating relevant goals in the school (and if appropriate, the district) improvement plan. The additional teams who may be charged with implementing related action plans should be encouraged to consider whether overlapping goals can be included in both plans to include the likelihood of their achievement.

Step 4: Conduct Preliminary Self-Reflection

Once the Project Team has been established, and the school has begun professional learning to deepen understanding and provide feedback about what they're learning, the Project Team should complete the Preliminary Self-Reflection Tool to reflect upon and explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist.

Using the Preliminary Self-Reflection:

- First** team members complete the Preliminary Self-Reflection individually
- Second** share individual scores generated by the Project Team and discuss as a group
- Third** work through the Preliminary Self-Reflection together as a group, and work to come to a consensus. Allow time to surface and discuss multiple stakeholder perspectives, and consider what the data is indicating that warrants a deeper dive to better understand it, and determine if any perspectives are missing (e.g., from a racial equity or school family community partnership lens)
- Then** use the results to begin understanding where the Project Team needs to spend more time and effort using the Deep Dive Self-Reflection Tool in Phase 2.

Phase II: Reflect on the Current State of the School and Identify Priorities

Overview: In Phase II, the Project Team will conduct research, take a deep dive into data, examine a variety of school operations, and seek to learn and understand the perspective of students, teachers, staff, families, and the community. A synthesis of the information gathered in this phase will enable the Project Team to identify priority areas for planning and implementation. Activities in will require time to complete but are necessary to learn more about the unique characteristics and needs of students, staff, families, and the overall community in the school.

The following six steps are recommended to meet the objectives of this phase:

- Step 1:** Choose data tools and conduct research and determine the preconditions for successful planning and implementation
- Step 2:** Gather and review school data by whole school and subgroup
- Step 3:** Examine responses to post-learning feedback forms from Deepening Understanding in Phase I
- Step 4:** Gather and analyze input from students, families, and community members/organizations
- Step 5:** Assess the current state of the school using the SaSS Deep Dive Self-Reflection Tool
- Step 6:** Synthesize the data to identify priorities and prepare for planning in Phase III

After completing the six steps listed above, the Project Team will be better positioned to identify and begin to draft the school’s priorities and prepare to share them with teachers, staff, students and families to receive feedback to inform the planning process.

Exemplar Materials to Support Phase II:

- [Sample Needs Assessment](#)
- [Tactical Guide to School Needs Assessment](#)
- [Sample Root Cause Analysis](#): see Root Cause Analysis Worksheet and Dimensions Bullseye of Improvement
- [Equity Audit \(MAEC\)](#)
- [Cultural Competency Self-Assessment tools](#) (National Center for Cultural Competence)
- [Guiding Questions](#) (see Step 2)

Resources to Support Phase II:

- DESE data sources (**see Step 2**)
- SaSS Deep Dive Self-Reflection Tool

Estimated Time to Complete Phase II: most schools need to devote several months to gathering and disaggregating the data needed from a large variety of sources, conducting surveys and focus groups or facilitated discussions with stakeholder groups, conducting curriculum and equity audits, and other sources of information to allow the Project Team to inform responses to items in the Deep Dive Self-Reflection. This can take anywhere from 2 to 4 months depending on how long it takes to tap the necessary data sources and conduct other research necessary to complete the Deep Dive Self-Reflection and study the results.

Step 1: Conduct Research and Determine the Preconditions for Successful Planning and Implementation

The Project Team should identify, discuss and make decisions about important conditions and capacities that are necessary to learn before moving forward. While every district and school will have different realities and might not need to address everything listed below, they will help to surface opportunities and potential challenges that should be addressed as work begins.

- ❑ **Identify, discuss and make decisions** about the conditions that are necessary and capacities that must be developed to successfully and efficiently move the work ahead.
- ❑ **Make a record** of how responses to the questions below may affect the change management work ahead:
 - **Is the leadership team aligned to this work?**
 - Why do we want to take on this work? What is our sense of urgency about it? Are our school leaders on the same page about taking on the work? Who among the top school leaders or staff members can spearhead this effort to ensure that it has consistent leadership and support? Does the school principal or staff member leading the effort have the autonomy to be successful and respond to challenges?
 - **Where are the school(s), district leadership, school board members aligned to this work?**
 - What needs to be done to build support from the district and the school board/committee to undertake the work? How should the school or district communicate plans to ensure that everyone is on board with undertaking the planning and implementation efforts?
 - **Who are the potential stakeholders and groups associated with this work?**
 - Which teachers and other staff members can be counted upon to take on leadership and support roles during the planning process? How can the voices of students, families, and community members be included? Are there voices missing or not equitably represented in the process? How do we move people from being passive onlookers to involved stakeholders in the process? Where do we anticipate experiencing reluctance or resistance to change? How can resistance be countered?
 - **Will union leaders in the school and/or district support the work of implementing a Safe and Supportive School?**
 - What agreements will need to be negotiated and/or secured? Who is responsible for securing them (school board, district, school)?
 - **Has sufficient funding been allocated to take on the work?**
 - What sources of funding can the school and/or district leverage to address potential costs related to ensure the ability to pay for stipends and/or substitutes, resources/books, food/meeting materials, professional development and other start-up costs needed to get the process in motion? Consider what kind of professional development can happen without additional funding, e.g., through staff sharing their expertise with each other? How will we make use of educators' skills and practices that are consistent with a safe and supportive school?
 - **What flexibility exists in the schedule to accommodate the potential need for professional development (PD) needed to be successful?**
 - How can the schedule be adjusted, or yearly PD goals be pivoted to ensure there is sufficient time available for committee meetings, professional development sessions, small group and whole community gatherings?
 - **What else does your school need to do to be well prepared for planning and implementation of systemic change?**
 - For example, can we articulate "why we want to become a safe and supportive school," i.e., describe the motivation and urgency we feel that makes us want to do so, which will enable us to get others on board to work toward a clear, shared vision. Can we articulate "how will becoming a safe and supportive school help us solve this urgency?"

Step 2: Gather and Review School Data by Whole School and Disaggregated Subgroups

The Project Team (and/or relevant sub-committees) will gather and examine data from sources identified in Phase 1. Collecting and examining the data is critical to identifying underlying challenges and issues with school safety, climate, and culture and inequities among subgroups. Some sources are confidential and may only be accessed by a district leader and/or school principal, while others are publicly available. Data sources available from DESE are linked in the list that follows, and other local sources might need to be accessed through your school leadership team. A process for the data review can be:

- Become acquainted** with tools, and resources that will help the team review, examine, and contextualize data
- Review data** from the sources in the list below using data review tools
- Brainstorm** other possible sources to include that might not be listed here that are important in your local context
- Consider** these [Guiding Questions](#) about what is seen:
 - Who are we serving least well (individual students, as well as trends with subgroups, for example Black, Indigenous, People of Color (BIPOC) students, students with disabilities, students experiencing housing instability and/or food insecurity, students with addiction issues, English language learners, students in foster care, LGBTQIA+ students)?
 - Are all subgroups of students represented in the data? If not, what national or local community-based organizations may have conducted surveys or be able to provide sources of data on these subgroups? What DESE or other state agencies such as the Department of Public Health offices may be able to advise?
 - Do all of our students feel connected to the school? How do we know this? How can we know who is not connected?
 - What did the data tell us about work we are currently doing to become a more safe and supportive school for all students?
 - What happens if a teacher or staff member has a concern about a student related to academics, social-emotional-behavioral wellbeing, or physical health? Is there a process for sharing that information? If so, what is it? Who is responsible for following up? How do you know whether services/supports are delivered? How are families engaged? Is there a process for feedback and follow up?
 - What evidence exists to demonstrate that our administrators, teachers, and staff are culturally competent?
 - Is there a culture of safety throughout the school? For students? For teachers and staff? How do we know this?
 - Does the data reveal issues with racism, inequities, sexism/homophobia, or xenophobia in the school?
 - Is the data representative of the school community (e.g., if using family survey results – to what degree did a representative sampling of families respond, and how can you know or not know)? If not, are there additional sources of data to consider using instead? Why or why not?
- Develop a data summary for each source** to synthesize what has been learned to use as the Project Team works through the Deep Dive Self-Reflection Tool in Step 5.

Common Data Sources:

- [Achievement](#)
- [Attendance](#)
- [Educator evaluation](#)
- Community data on substance use and misuse
- [Disciplinary incidents](#) (be sure to examine incidents resulting in both in-school and out-of-school suspension and/or expulsion, and pay particular attention to incidents of bullying and harassment including cyber bullying)
- [Early Warning Indicator System \(EWIS\)](#)

- Family engagement
- [School Health Profiles](#) (CDC Survey of school health policies and practices mailed in alternate years as YRBS)
- [Youth Risk Behavior Survey \(YRBS\)](#)
- [Student Views of Climate and Learning](#) (VOCAL survey)
- [Student connectedness](#)
- Other relevant sources (i.e., Positive Behavioral Supports and Intervention (PBIS) System reports, data available from law enforcement, community-based organizations, etc.)
- ★ Wherever possible, be sure to disaggregate data by race, ethnicity, gender, sexual orientation/identity, language, and disability to identify sub-groups that might be disproportionately affected by disciplinary actions or adversely impacted by socio-economic influences, or language barriers. For example, students identifying as LGBTQIA+, BIPOC students, or English language learners.

Step 3: Examine Responses to Post-Learning Feedback Forms from Deepening Understanding in Phase I

As administrators, teachers, staff, students, families and others engaged in Deepening Understanding complete activities in Phase I, feedback should be collected and tabulated after every session to gather data to inform the self-reflection process.

- ❑ **Use post-learning feedback** responses to determine:
 - What was learned?
 - What gaps or misunderstandings remain that need to be addressed?
 - Where is it clear that people in the school are ready to move forward with making change? Where is there resistance?
 - How could we have better included student and family voice into the sessions?
 - What areas have staff identified as important?
 - What areas have students, families, and community members identified as important?
 - Was there resonance and if not, how can you ensure your next steps will include sufficient time to develop and incorporate shared understanding and priorities amongst these groups?

Step 4: Review Information Available from Students, Families, and Community Members/Organizations

This review of data and information from and about students and families is at the heart of creating safe and supportive schools. Students and families are who schools strive to do better to serve.

- ❑ **Identify** what survey data or other information is already available that collects students' and families' thoughts, ideas, hopes and concerns for use as a starting point. Ask a subset of students to review the survey questions to vet them before the survey is administered and try to solicit survey responses from as many students as possible to ensure that everyone has a chance to share their voice.
- ❑ **Create** a survey if one does not already exist for a particular group. Some schools have adapted and used the Preliminary Self-Reflection Tool as a survey instrument.
- ❑ **Analyze** the questions asked, the survey format, and frequency with which it is administered to ensure that you are targeting the information needed to inform your planning.
- ❑ **Consider** how information is gathered from students, families and the wider community:
 - Soliciting student input/student voice for every element of school operation is crucial. How this is done will depend upon the age/grade level of your school. Elementary schools could rely heavily on observations and interviewing students, where middle and

high schools can use methods that are more empowering for students in addition to surveys such as focus groups, facilitated discussions, town halls, student shadowing, class writing opportunities and other student-directed efforts.

- What information is available from all families, and especially families from marginalized groups or that have minimal contact with the school? What are we learning from students and families about their interests, feedback, ideas, and concerns? Make note whether the information you are receiving is representative of all students and families the school serves (e.g., by race, ethnicity, languages spoken, economic status, students in foster care or with housing instability, grandparents and single parents or other caregivers, etc.). Information gleaned from whatever sources of family and student voice are currently in place will be very useful as the self-reflection process starts.
- Track where there are gaps in information and make sure that data is collected in a wide variety of ways (e.g. surveys are translated into multiple languages, surveys are given orally or focus groups and facilitated discussions are conducted in multiple languages).
- Many schools work closely with community partners, and their input is important to identify priorities to be addressed based on what they know to be concerns and interests among families and students in the community, as well as their experience with the school staff, leadership, and community
- Think through how the gaps in information you have identified, (e.g., missing family voice, or missing the voice of marginalized students) can be addressed through concerted efforts in the upcoming years, i.e., identifying additional strategies as needed to effectively engage all stakeholders (including students and families) to inform action planning and engage in ongoing evaluation of progress.

Collect and examine all the various information points for use in completing the Deep Dive Self-Reflection Tool.

Step 5: Assess the Current State of the School Using the Deep Dive Self-Reflection Tool

In this step, the Project Team will work together (as a whole team or in groups) using the Deep Dive Self-Reflection Tool to assess its current progress in creating a safe and supportive school. The objective is to identify aligned work that is in progress or has already been implemented, as well as what opportunities exist for continuing to progress. The steps below are designed to help the planning committee answer the question: What are the two or three top priorities that have emerged to date from surveys and discussions?

Note: The Deep Dive Self-Reflection Tool has a series of guiding questions and an average of 20 items in each of the six Implementation Levers (areas of school operations) and can take a long time to complete. Many Project Teams decide to focus on exploring one Lever at a time/meeting beginning with areas that were identified in the Preliminary Self-Reflection as being most in need of improvement and/or growth. While a Project Team might decide to focus on two or three Levers to begin with, they should plan to complete the Deep Dive Self-Reflection for every Lever as part of their work.

Work through the following tasks and activities:

- Review** the priorities that staff have identified in the staff survey and staff discussions.
- Review** the insight gained from the Preliminary Self-Reflection to better understand where the school should reflect further. It is recommended that the school complete the entire Self-Reflection Tool. However, if time is a concern, the preliminary self-reflection may help to identify specific levers to focus on.
- Explore** the Implementation Levers Rubric starting on page 38 “How to Read the Safe and Supportive Schools Implementation Rubric,” and walk through the rubric solely with the intent of comprehending the content and building comfort in navigating the format.

- ❑ **Complete the Deep Dive Self-Reflection Tool** While you have already completed Part A, Part B is a deep and more intensive process that will yield important information the team can use to build out action plans. While a team may decide to focus on a few Levers that surfaced as priority areas in the Preliminary Self-Reflection in Phase 1, it is highly recommended that this deep reflective process take place for all six Levers. The purpose of the deep dive reflection is to probe further than the previous step and build a clear bridge between the data gathering, self-reflection, and planning phases.

Step 6: Use Results From the Self-Reflection to Identify Strengths and Opportunities

After the Project Team has completed the Deep Dive Self-Reflection it is time to gather all that has been learned into a synthesis that can be used to inform the action and implementation plans.

- ❑ **Synthesize the Data to Identify Priorities** of all the data that has been reviewed from:
 - 1) District and/or school-based data
 - 2) Staff post-learning feedback responses
 - 3) Student, family and community voices
 - 4) Review of school operations using the SaSS Framework Implementation Rubric and Self-Reflection Tool
 - 5) Any other source of information or feedback that the committee has access to (e.g. historical records, newspaper articles, and other public records about the school)
- ❑ **Begin the synthesis** by thinking through the following questions:
 - **What do we notice?**
 - How does the school-wide data align with our reflection on the Levers?
 - What is consistent from each Lever and or Indicator? (e.g. are we scoring consistently high or low in a particular Indicator across all of the Levers?)
 - What inconsistencies are we seeing?
 - Is there variation in responses or perceptions between staff and students/families or community?
 - What are the commonly held priorities that have emerged from the self-reflection process?
 - **What do we wonder?**
 - What do we want to know more about?
 - What could be clearer?
 - Could we have misinterpreted the data on anything that we examined?
 - Are we missing something?
 - **How do our notices and wonders lead to our priorities as recognized in the data?**
 - What has surfaced as an area of strength?
 - What has surfaced as the most important areas to address?
 - What opportunities exist to address them?

Once a set of priorities have been identified, the Project Team considers the following:

- How will we communicate what we have learned in the self-reflection to the entire school community (staff, students, families and community members)?
- How can staff, students, families, and community members share their input about the priorities we have identified and build momentum for action planning?

Phase III: Action Planning for a Safe and Supportive School

Overview: In Phase III, you will focus on processes used to create an action plan which will, in turn, inform the implementation plan to become a safer and more supportive school. The team will use the research, data, and perspectives gained from various stakeholders in Phase I and II to create a plan of action to embed the Essential Elements into practices to be implemented schoolwide.

- Step 1:** Decide on a Project Plan Template
- Step 2:** Consider the Essential Elements
- Step 3:** Identify Entry Points
- Step 4:** Build the Action Plan
- Step 5:** Check for Alignment
- Step 6:** Finalize and Communicate the Action Plan

Exemplar Materials to Support Phase III:

- [Sample SWOT Analysis](#)
- [Sample Root Cause Analysis](#)
- [Equity Audit](#)
- [Sample Gap Analysis Protocol](#)

Resources to Support Phase III:

- [DESE Planning for Success website and resources](#)
- [Safe and Supportive Schools Commission: Principles of Effective Practice for Integrating Student Supports - December 2017](#)
- [Be SMART guidelines](#)

Estimated Time to Complete Phase II: It can take several meetings over a few weeks for the Project Team to create and align the Action Plan and create the communications plan.

Step 1: Decide on a Project Plan Template

Using a project plan template will help to organize the action planning steps, capture information in a consistent way, and create a flexible format that can be modified as the team makes decisions and modifications to the plan based on new information or feedback. Schools should use the action plan template that they typically use for developing action plans, but if there is a need to explore another, please see below.

- Research and decide** on what project plan template best suit the needs, capacity, and prior experience of your school team.
 - Some options include:
 - An existing project plan template used successfully by the school in the past to accomplish shared goals in a timely fashion that are familiar, readily accepted by school leaders, and easy to communicate
 - The [Safe and Supportive Schools Grant Action Plan Guidance and Template](#) can be used to create your action plan (Note: SaSS Grantees are required to use this template to submit their action plan)

- DESE’s Office of Planning and Research [Planning for Success website](#) has an array of resources and templates available to assist with documenting an action plan

Regardless of which project planning template you use, be sure to do the following:

- ❑ **Store a copy** of the project plan in your document sharing folders. **REMINDER:** In the case of remote meetings it is especially important that you use online, secure platform with shareable folders so that members of the team can get in and add information as needed if you are unable to work together on-site as a group.
- ❑ **Keep copies** of all emails, texts, Zoom meeting transcripts, etc. to refer back to as you build your action and implementation plan.

Step 2: Consider the Essential Elements

The questions below can be used to help the Project Team think about how to **embed** the Essential Elements into the action plan to create a safe and supportive school. The Project Team should work together as a group to:

- ❑ **Review and discuss** the questions below together as a team after synthesizing the data. This will help to identify whether and how the decisions and actions the school chooses to take ensures they are included in the plan.
 - **How will addressing a given priority or taking a particular action...**
 - Deepen understanding across the school community of the need for safe and supportive schools and the need for a whole school approach that values the expertise of educators, students and families?
 - Support all students to feel safe- physically, socially, emotionally, behaviorally, and academically?
 - Support the school community to work together through a student-centered lens?
 - Holistically supporting the whole student to:
 - form positive relationships with adults and peers,
 - manage and self-regulate their emotions and behaviors,
 - develop a sense of competence and academic success, and
 - experience physical health and well-being?
 - Explicitly connect students to the school community and provide them with multiple opportunities to learn and practice newly developing skills?
 - Build staff capacity to develop and use culturally responsive practices that dismantle implicit biases and systemic inequalities in order to create learning environments that welcome, include, and support all students to deeply learn, grow, and thrive?
 - Promote equitable access, opportunities, and outcomes for 100 percent of students to ensure they are engaged and challenged to achieve their fullest potential?
 - Ensure that the school actively works to dismantle racism and racist teaching, policies, and practices?
 - Support collaborative efforts within staffing teams to ensure that 100 percent of the staff is responsible for 100 percent of the students served?
 - Help staff anticipate and adapt to the ever-changing needs of students and the surrounding community?

Step 3: Identify Entry Points

The suggestions below are designed to help the planning committee answer the questions: What are the greatest priorities/urgencies that we need to address? How will addressing these priorities or urgencies help us create a Safe and Supportive School?

Once the team has reviewed the Implementation Rubric, completed the Deep Dive Self-Reflection Tool, and considered the Essential Elements to determine where your school is on the continuum in each of the Implementation Levers, use that information to determine the greatest priorities and/or urgencies to identify entry points for the work:

- **Review the self-identified ratings** from the Deep Dive Self-Reflection Tool and determine if there are any specific Levers and or Indicators to prioritize progress in from the beginning, for example:
 - **Urgent priorities** will come up if there is a serious or dangerous problem that exists (e.g., high rates of violence and/or bullying; incidents of suicide, or high numbers of students with addiction issues) this should rise to the level of an urgent priority to be addressed immediately.
 - **Community identified priorities** emerge as staff, students, families and community members are surveyed, meet in focus groups, or other gatherings, the Project Team should gain a sense of the priorities that are being raised by the community. For example, as staff learn more about the importance of building social and emotional learning skills and their positive effects on school climate and student achievement, they could identify implementing an SEL program or curriculum as an initial step.
 - **Improving Equity** because results of an equity audit often raise equity issues that exist in the school, and the plan should include actions to resolve them early on.
 - **Easy wins** arise as the team completes the Deep Dive Self-Reflection Tool and result in identifying areas where the school has already made significant progress toward excellence, but a few remaining things need to be done to get you there. Making a plan to address these easier adjustments can build morale and support as stakeholders see early successes.
 - **Student voices** will often raise concerns that adults might overlook when they are surveyed, participate in focus groups, attend meetings, and engage in other opportunities to solicit their input. Pay close attention to what students identify as important issues or opportunities for change and build them into the plan.
 - **Build on existing initiatives** as you check for alignment (Step 5) between your action plan and other initiatives or district plans/programs you could discover that your SaSS action plan builds on the work being done in existing initiatives or programs.
 - **Long-term priorities** will likely surface requiring changes that will require a long-term commitment to create and implement solutions to a larger problem, or shift school culture through sustained learning and effort. Identifying and prioritizing these more complex activities and creating a plan to take on one or two at a time, then plan to address others as those are far enough along to free up capacity, funding, and energy is important. Resist the temptation to take on too many complex initiatives at the same time, while making a clear plan and timeline to address each of them over time.

Step 4: Build the Action Plan - Be SMART

The suggestions below are designed to help the Project Team answer the questions: What actions can we take to address each of our priorities/urgencies? How will taking these actions help us create a Safe and Supportive School?

Build an Action Plan that is **Specific, Measurable, Attainable, Realistic, Time Sensitive**. The DESE [Planning For Success resources guide](#) the work of making decisions to inform building the action plan. The resources will help the Project Team to determine which actions to take to address the priorities and/or urgencies you have identified. Remember that one of your team’s most valuable resources is the professional wisdom of its members, and plan to factor that into these discussions and resources.

- Analyze** all of the data for trends and patterns, use root cause analysis, SWOT analysis, and other tools to dig into what the team has discovered and surface actions to address them
- Envision** the future to identify what the plan will accomplish when it is implemented
- Use backward design** to draft the improvement goals, objectives, and initiatives starting with the desired outcome for each, and determine which effective practices or strategies are needed to get there
 - Identify Strategic Objectives and Initiatives** *Strategic objectives* are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the “what” of the plan but also the “why.” *Strategic initiatives* are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the “how.”
- Incorporate Mission, Vision, and Core Values** so that they remain at the heart of the plan
- Identify major milestones**, steps to reach them, and cycle of reflection and adaptation:
 - Starting with the entry points, build out the SMART goals that your team wants to achieve in each of the Implementation Levers, what actions need to take place in order to achieve them, when they should occur on a timeline, how and by whom they will be monitored, and how you will know when they have been accomplished
- Keep it flexible** because every school is unique, and the capacity and context in each will dictate what your plan is able to tackle at a given point in time. As you create your action plans, make sure to consider contingencies that could arise (e.g. another emergency requiring mandatory remote learning for an extended period of time) and consider how that could affect your plans or timing positively or negatively
- Plan for sustainability** and begin to identify and secure a reliable and stable funding source(s), or consider and recommend reallocation of other funds in the district or school budget to ensure there is enough money beyond initial implementation to sustain the work that is done well into the future
- Communication with stakeholders** is critical to success. It is important to share draft plans with key stakeholders/stakeholder groups as they are being created so they can have input

Step 5: Check for Alignment

The suggestions below are designed to help the Project Team answer the questions: What is in place in our school that can support these actions we are considering? What is in place in our school that is misaligned and might serve as a potential barrier?

As the action plan is being drafted, it is important to identify how the plans for a safe and supportive school align with initiatives that are already underway, or where plans exist to implement simultaneously in order to ensure they align. The team should consider what is in place in the school that can support the actions we are considering? How will they support these actions in a safe and supportive way? Many aspects of other initiatives can facilitate the creation of a safe and supportive school, so the Project Team should identify and consider alignment with other pre-existing and future curricula, programs, approaches, and/or initiatives implemented by the district or school, some examples include:

- [Multi-Tiered Systems of Supports](#) (MTSS)

- [Positive Behavior Interventions and Supports](#) (PBIS)
- [Social and Emotional Learning](#) (SEL)
- [Culturally and Linguistically Sustaining Practices](#)
- [Anti-Bias Teaching](#)
- [Universal Design for Learning](#) (UDL)
- [Whole School, Whole Community, Whole Child Framework](#) (WSCC)
- [21st Century Community Learning Grants](#) and other [After and Out-of-School Time Programs](#)
- [Massachusetts Rethinking Discipline Initiative](#)
- Character education and other whole-school curriculum or programs designed to improve school climate, culture, and safety

When the team reviews the action or implementation plans or curriculum for other programs or initiatives, pay close attention to the following:

- Identify** aspects of them that align with the action plan that you have drafted, and determine those which are complementary, or that you can position integrate with your SaSS action plan. Pay particular attention to how the SaSS action plan can address providing equity and access for subgroups of students that are marginalized or adversely impacted to ensure their needs are met.
- Be conscious** that the timing of implementation for those initiatives could be simultaneous, or could conflict with the planned rollout of your action plan which could lead to initiative fatigue for staff
- Use shared language** as much as possible so that faculty, staff, students, and families experience consistency
- Address and communicate the alignment** between the SaSS and other initiatives in your communications plan so that stakeholders are made aware of it

Step 6: Finalize and Communicate the Action Plan

Once the action plan has been drafted, the Project Team should plan to obtain approval for anything requiring it by building and district administrators, and communicate it with staff, students, families and the wider community to win their approval and support for implementation.

- Presentations** should be made to:
 - The school board/committee, district, and building leadership teams
 - A full text version of the proposed action plan should be presented to the school board, district leader(s), and school leadership team to allow them to review it, offer comments or propose amendments, and obtain their approval
 - School faculty and staff
 - The work of the Project Team is shared on an ongoing basis with the staff, who ratify the action plan through discussion.
 - All staff have ongoing and regular opportunities to share input on the progress and direction of the action planning, e.g., at faculty meetings, etc.
 - Students and families
 - An abbreviated version of the action plan should be created to communicate it to students and families, and translated into languages spoken by members of the school community and presented at meetings and activities so that all students and families can learn and understand what is in the plan

Once the action plan is finalized and approved:

- Communicate** with presentations to:

- The wider community
 - An abbreviated version of the action plan should also be made available to community members, community-based and partner organizations, and through press releases and handouts shared across the school community

Communications materials should include full-text versions of the plan, PowerPoint slides, posters and other graphic representations of major pillars of the plan that can be displayed in classrooms, cafeteria, and other public spaces. Making the effort to communicate the plan to everyone it will affect will go a long way to building support and buy-in for the work to come.

Phase IV: Implementing the Action Plan for Success

Overview: In Phase IV planning shifts to implementation, and the action plans that have been developed, refined, and approved go into effect. As with creating the action plan, DESE's Office of Planning and Research has an array of resources available to assist with finalizing your implementation plan on their [Planning for Success webpages](#).

- Step 1:** Create Progress and Impact Benchmarks and a Data Collection Plan
- Step 2:** Communicate
- Step 3:** Implement the Plan
- Step 4:** Celebrate Success
- Step 5:** Monitor Progress and Make Course Corrections if Necessary

Resources to Support Phase IV:

- [DESE Planning for Success](#) implementation website and resources
- A small list of resources to support students, teachers, families, and communities during and after remote learning:
 - [MA DESE COVID-19 Resources](#)
 - [Transforming Education Trauma-Informed SEL Toolkit](#)
 - [5 Tips for Supporting Students Socially and Emotionally During Distance Learning](#)
 - [Distance Learning During the COVID-19 Pandemic](#)
 - [The Emerson Collective Supporting Students During COVID-19](#)
 - [MN Department of Education Supporting Students and Families COVID-19 Resources](#)
 - [Supporting Students with Learning Disabilities During School Closures](#)
 - [Aspen Institute Coming Back to Climate report](#)

Estimated Time to Complete Phase IV: The early-implementation phase can take anywhere from several months to a year or more depending upon how long it will take to implement various parts of the action plan.

Step 1: Create Progress and Impact Benchmarks and a Data Collection Plan

The suggestions below are designed to help the planning committee answer the question: How will we know we are making progress? Establishing these benchmarks will help to ensure the planned action steps are having their desired impact. Use the action plan and build it out with implementation benchmarks:

- **Process benchmarks** specify what will happen, who will do it, and when.
- **Early evidence of change benchmarks** identifies the changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results.
- Plan to Collect Data:** Create a plan to collect data on everything that is being implemented. Phase V spells out the Cycle of Inquiry and Continuous improvement and collecting impact data is critical to informing that process. Setting up a data collection process in advance will create a continuous flow of information and evidence to draw from:

- Decide** on what data/evidence to collect and be sure to include surveys and check-ins with students and families
- Appoint** a person or team to collect and file data and evidence
- Specify** when the data will be collected (e.g. weekly for new interventions, at marking periods, etc.)
- Add** data/evidence to the document sharing system as it is collected
- Look for emergent or unexpected outcomes.** For example, at one school while no one foresaw this, teachers spontaneously set up activity centers at recess to decrease bullying and lack of belongingness among students who were not sports oriented
- Observe/note/share and track** emergent changes in thinking and in practice. For example, what changes are occurring in how staff are talking about students? How do staff reflect new ways of thinking about building students' skills in self-regulation? How staff are asking for ideas about how to connect with a particular student? Educator surveys are a good way to track not only the fact of change, but also how these changes are occurring

Step 2: Communicate

As plans are implemented a crucial component is communicating the plan, its benchmarks and expectations, and what people are expected to know and do during implementation.

- Ensure** that each activity or strategic initiative in the plan is communicated to everyone expected to take part in it, including teachers, staff, students, families and community members
- Create** an easy-to-share version of the plan to share with stakeholders
- Post** the plan on the school and/or district website in languages used in the school community, and ensure that it is easy to find
- Print** copies of the plan and have them available for faculty, staff, students, families, and to be shared with community partners and organizations whenever possible
- Write** press releases to local newspapers and news agencies to keep the whole community informed

Step 3: Implement the Plan

Implement the action plan along the timeline the team created in the action plan being mindful to collect data and monitor progress along the way. The Project Team should plan to meet often at the beginning of implementation to monitor results and communicate with stakeholders as new programs, practices, and activities are in underway and reevaluate periodically to ensure accountability. This is an important time for leaders in the school to demonstrate their support and enthusiasm for the plan to help teachers, staff, students, families and the wider community know that the whole school is involved in the work of transformation.

Step 4: Celebrate Success

After all of the work involved in learning, research, grappling with issues and challenges, and creating a plan it is important that we take opportunities to celebrate with the Project Team, leadership team, faculty, staff, students, families and community members. Making the shifts necessary to become a more safe and supportive school is hard work, but worth the effort.

- ❑ **Communicate** across the entire school and the wider community when benchmarks are achieved, and progress is made so everyone knows the plan is successful and can take pride in their accomplishments. The following are a few venues to celebrate success:
 - At staff meetings or in small groups as new practices begin to take hold and flourish - don't forget to celebrate the little victories
 - Whole school assemblies
 - Newsletters and fliers
 - The school and/or district website
 - Hallway signs and banners
 - Faculty and staff meetings
 - Student assemblies and meetings (e.g. halftime announcements at games, class announcements)
 - Family and community meetings and events
 - Submitting press releases to attract local TV coverage and/or newspaper articles

Step 5: Monitor Progress and Make Course Corrections

As implementation proceeds, use data to monitor progress and determine if all is going according to plan.

- ❑ **Pause or revise** planned activities if data or evidence reveals them to have issues - determine what the causes are and make adjustments as needed to get them back on track. If this situation presents itself, consider the following:
 - ❑ **Use data** and evidence to determine what caused that activity or plan to fall off-track
 - ❑ **Identify** if all or just part of a plan is off-track
 - ❑ **Determine** whether it should be postponed for a short-term or indefinitely
 - ❑ **Make the necessary changes** to the plan or program
 - ❑ **Re-start** it (or discontinue it)
 - ❑ **Adjust** the plan and timeline accordingly
 - ❑ **Document** what happened
 - ❑ **Communicate** with stakeholders so they are aware of what happened, and what is being done to remedy it

Phase V: Develop a Cycle of Inquiry and Continuous Improvement

Overview: Phase V sets up a cycle of inquiry and continuous improvement to serve as more than an evaluation mechanism - it identifies successes, challenges and room for growth and improvement, and sets the school up for further cycles of growth and improvement. Using the cycle of inquiry and continuous improvement will also allow the implementation plan to be responsive to unanticipated or unforeseeable changes in our world (e.g. shifting to all-online schooling during the pandemic).

- Step 1:** Collect Evidence
- Step 2:** Reflect on Progress and Impact Benchmarks
- Step 3:** Identify Successes and Areas of Concern
- Step 4:** Adjust and Adapt the Plan

Objectives

1. Collect and use data to drive and document progress
2. Establish a cycle of inquiry and continuous improvement
3. Identify successes and challenges
4. Document progress
5. Determine next steps if the plan requires adjustment or adaptation based on what you're seeing
6. Set up for implementation of next phase (if applicable)

Resources to Support Phase V:

- [DESE Planning for Success implementation website and resources](#)
- [National School Reform Faculty \(NSRF\) Observation Protocols](#)

Estimated Time to Complete Phase V: It can take several months to a year or more to allow for evidence collection, examination, and adapting/adjusting plans. This should connect to ongoing work to formulate school improvement plans.

Step 1: Collect Evidence

Pull and store data and evidence of success, struggle, and growing edges to create a cycle of continuous improvement. **Note:** Evidence-based interventions will be more likely to have a positive effect if they are implemented in a context and with the fidelity consistent with the original research. [The How Do We Know](#) initiative from the DESE Office of Research and Planning has resources to help with identifying context and ensuring fidelity, but a few suggestions follow:

- **Context Matters** because every intervention is implemented in a particular context and with a particular population. If you implement an intervention that worked in a context different from your own (e.g., different enrollment size or community characteristics) or with students different than those you plan to serve (e.g., English language learners, students with disabilities), it is essential to collect evidence of your own to demonstrate the intervention will address the challenge you are tackling.

- **Check for Fidelity** if your plan includes implementing evidence-based programs, checking for fidelity at specific periods of time will help to determine how well teachers and staff are implementing new practices.
 - Fidelity data should be collected frequently at first (e.g., twice per week).
 - As teachers and staff become more familiar with a new practice or program and achieve and maintain high levels of fidelity, monitoring can occur less frequently (e.g., once per month)
 - Document it so it can be used to evaluate program implementation
- **Collect data and evidence** with this in mind:
 - Observations and evaluations on new programs or interventions that are being implemented
 - Many evidence-based programs include an evaluation along with the rest of the program
 - Feedback and surveys from PD program participants
 - Indicators of student progress: information on behavior referrals, attendance records, grades at each marking period
 - Student surveys, focus groups, feedback forms, etc. - do not neglect to ask students how they feel about the changes being implemented as their perceptions and experiences can help to identify if a teacher or staff member is struggling with implementing new programs or curriculum
 - Parent and family surveys, feedback forms, opportunities and points-of-contact
 - Physical walk-throughs:
 - Walk the hallways and rooms throughout the building to observe interactions between staff and students, between students and their peers, the cleanliness/orderliness of the building, hallways and public spaces
 - Document visual postings that are reflective of culture, language, racial equity, positive messaging, and displays of student artwork
 - Other evidence or data as identified by the team

Step 2: Reflect on Progress and Impact Benchmarks

As the school implements the action plan, schedule regular opportunities to review the data you are collecting against the progress and impact benchmarks and reflect on whether the plan is achieving the desired objective(s), exceeding expectations, or missing the mark.

Guiding Question: *What is the monitoring and reporting routine that will best support implementation efforts at our school?*

- **Consider** the characteristics of effective routines and imagine what a monitoring and reporting process looks like that:
 - Addresses identified practice and culture needs
 - Supports the school improvement process
 - Supports the community's understanding of and commitment to the process

Your plan and local context should drive the review points, but a few might include:

- At regular milestones
- When a cycle of professional development is complete
- When a new program is underway for long enough to determine if it is meeting expectations
- At regular transition times during the school or calendar year

Step 3: Identify Successes and Areas of Concern

As the progress reviews take place, use the data to reflect on and identify those areas where the plan is meeting with early success, where plans might be stalled or struggling to gain traction, where plans are being inequitably implemented, or other indicators of problematic results. Maintaining this sort of vigilance can help your school:

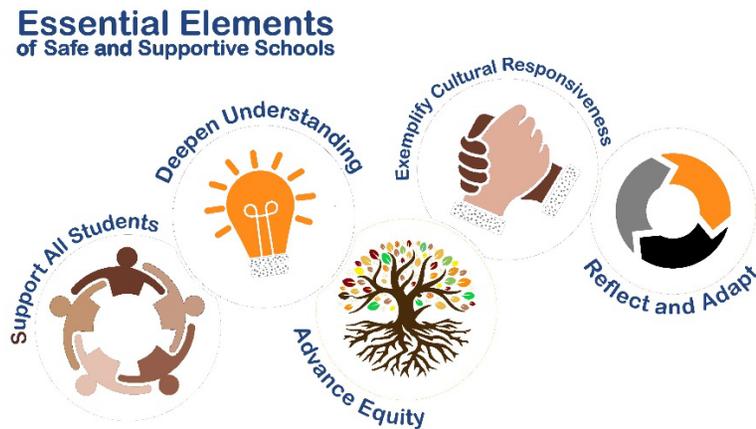
- Celebrate** early successes
- Stay on top** of parts of the plan that might need adjustment to implement more smoothly
- Identify changes** in program, personnel, or focus needed to be successful
- Discontinue** programs or plans that are discovered to be ineffective, divisive, or inappropriate
- Red flag** significant challenges requiring immediate intervention or revision

Step 4: Adjust and Adapt the Plan

Based on what is observed in reflection and inquiry, plan to make adjustments as needed. Some might include:

- Accelerate** the pace of plans that have met with early success
- Adapt** or change the timeline of a particular plan if you discover that you've taken on too much to start out with
- Identify issues** with implementation of plans or programs that are due to inadequate implementation and determine if the leader needs to be replaced or provided with support to improve
- Discontinue** a program or plan that has proven to be ineffective, divisive, or inappropriate.
 - If this is necessary be sure to document everything you have done to plan, implement, and evaluate the plan or program. Creating a record of this will be helpful to inform future change initiatives - it is valuable to learn from mistakes.
 - Communicate to stakeholders to explain why discontinuing it was necessary. It is important to keep them apprised of what is happening, and why to build understanding and keep them on board with the rest of the plan.
- Make modifications** in case of unanticipated challenges
 - When circumstances beyond our control require that plans be altered (e.g. the COVID-19 pandemic forcing schools to convene virtually) determine if the plan must pause, or if it must be modified to work within another context (e.g. conducting virtual learning vs. in-person classes)

Essential Elements of a Safe and Supportive School One-Pager



Support All Students to:

- Feel safe-physically, socially, emotionally, behaviorally, and academically
- Build community connectedness and positive relationships with adults, families/guardians, and peers of similar and different cultural, ethnic, and racial backgrounds
- Manage and self-regulate their emotions and behaviors
- Experience a sense of agency and effectively self-advocate in appropriate ways
- Engage effectively and productively with learning experiences
- Develop a sense of competence and academic success with multiple opportunities to learn and practice newly developing skills as part of a productive community
- Experience physical health and well-being

Deepen Understanding of all stakeholders of the need for safe and supportive schools and using a whole-school approach that values the expertise of educators and includes the voices of students and families, and acknowledges the urgency for addressing systemic inequities, including racism, trauma’s impact on learning, and other systemic issues

Advance Equity across the school and community for all students, families, and staff by addressing systemic inequities, eliminating predictable disparities, and ensuring students are engaged and challenged to achieve their fullest potential

Exemplify Cultural Responsiveness in the school and community to value students’ identities and dismantle implicit biases and systemic inequalities to create learning environments that welcome, include, and support all students to deeply learn, grow, and thrive

Reflect and Adapt to the ever-changing needs of students, families, and staff and the surrounding community by working together as a team with a sense of shared responsibility for all

Safe and Supportive Schools Preliminary Self-Reflection Tools

Phase 1 - Step 4: Conduct Preliminary Self-Reflection

Once the Project Team has been established, and the school has begun to engage in professional learning to deepen understanding the committee should complete the Preliminary Self-Reflection (Part 1 of the Self-Reflection Tool) to reflect upon and explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist.

Use the Preliminary Self-Reflection to:

- First** individually complete the preliminary self-reflection.
- Share** individual scores with the Project Team and discuss as a group.
- Work through** the Preliminary Self-Reflection together as a group and work to come to a consensus, allowing time to surface and discuss multiple stakeholder perspectives in concert with initial sources of data as well as surfacing sources of information and data that warrant a deeper dive or the recruitment of any missing perspectives from a racial equity or school family community partnership lens for example.
- Utilize** the results to begin understanding where you may want to spend more time and effort with deeper reflection in Phase 2.

Preliminary Self-Reflection
Before responding to the questions below, indicate what you (individually or as a team) are already bringing to the table with your current thoughts and experiences regarding the following:
01. What is one, or a few, of the greatest strengths the school currently has regarding ways the learning environment is safe and supportive? Please provide evidence or examples.
02. What is one, or a few, of the greatest concerns that you have regarding the learning environment in the school? Please provide evidence or examples.
FOR EACH OF THE TOPICS BELOW, INDICATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENTS

<p>Implementation Level 1: Leadership and Culture: Leadership fosters the creation of a safe and supportive school by developing and implementing a strategic and integrated plan to improve climate, culture and supports for students, staff, and the community.</p>
<p>Please indicate your closest level of agreement with these statements related to ways that the Essential Elements of Safe and Supportive Schools can play out through the Lever of LEADERSHIP AND CULTURE.</p>
<p>1. Our students feel a sense of belonging to their community [Supporting all Students] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>2. Our students have opportunities to be involved in the planning and implementation of school climate and culture initiatives [Supporting all Students] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>3. Our school creates the time and provides multiple opportunities for deep learning and collaborative conversations among leaders and staff to improve climate, culture, and school safety [Deepening Understanding] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>4. Our school recruits, retains, affirms, and supports a diverse and committed staff that is reflective of our school community [Advancing Equity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>5. Our school helps all staff be ready to ensure that students from all backgrounds, identities, and previous experiences have access, supports, opportunities, and improved outcomes [Advancing Equity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>6. Our school has taken steps to identify and embed culturally and developmentally responsive and anti-racist practices across policies, curriculum, and staff trainings [Exemplifying Cultural Responsiveness] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>7. Our school and district leadership take measurable actions to ensure a safe and supportive culture is a school-wide priority that fosters and promotes a continuous improvement mindset [Reflecting and Adapting] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>A. LEADERSHIP AND CULTURE is one of the most important and urgent areas of focus for our school’s efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>B. Our school has the capacity to effectively focus at this time on LEADERSHIP AND CULTURE as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>C. Is there anything else we should consider regarding LEADERSHIP AND CULTURE in our school?</p>

<p>Implementation Level 2: Family and Community Engagement: Safe and supportive schools have structures in place to enable staff to partner effectively with all families and community members to support the educational success of their children.</p>	
<p>Please indicate your closest level of agreement with these statements related to ways that the Essential Elements of Safe and Supportive Schools can play out through the Lever of FAMILY AND COMMUNITY ENGAGEMENT:</p>	
<p>1. Our school builds safe and trusting relationships with families to support the needs of every student [Supporting all Students]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>2. Our school continuously learns how to better honor families` contributions to the learning process and the life of our school [Deepening Understanding]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>3. Our school makes sure that the diversity of all families is recognized and valued, and that families and students feel safe and welcome in our school community [Advancing Equity]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>4. Our school ensures that families and community members, from all racial and ethnic identities, income levels, differing abilities, and other self-identities, see themselves as valued partners in an inclusive and cohesive school community [Exemplifying Cultural Responsiveness]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>5. Our school takes steps to sustain the growth and development of our connections with families and community members, so that they can fully participate in a safe and supportive school [Reflecting and Adapting]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>A. FAMILY AND COMMUNITY ENGAGEMENT is one of the most important and urgent areas of focus for our school’s efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>B. Our school has the capacity to effectively focus at this time on FAMILY AND COMMUNITY ENGAGEMENT as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity]</p>	<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>C. Is there anything else we should consider regarding FAMILY AND COMMUNITY ENGAGEMENT in our school?</p>	

Implementation Level 3: Professional Learning: School leaders, teachers, staff and community partners engage in professional development and other targeted learning to improve school climate, culture, safety and social and emotional learning based on the needs of all staff and students.

Please indicate your closest level of agreement with these statements related to ways that the **Essential Elements** of Safe and Supportive Schools can play out through the Lever of PROFESSIONAL LEARNING.

1. Professional development opportunities are in place to support teachers and staff to use a whole child approach to teaching and learning that supports students' social and emotional growth [Supporting all Students]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

2. Professional learning opportunities are driven by what staff and school leaders identify as needed for them to learn and grow [Deepening Understanding]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

3. Our school assesses staff's cultural competency skills and provide ongoing, needs-based professional learning opportunities to ensure equitable outcomes for all students [Advancing Equity]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

4. Our school provides professional learning needed for our school leaders and staff to address implicit biases and systemic inequalities in our school [Exemplifying Cultural Responsiveness]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

5. Our school encourages staff to practice and implement what they have learned during professional development sessions, and supports them over time until new concepts and skills are embedded in practice by staff across the school [Reflecting & Adapting]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

6. Our school implements the theories and practices learned during professional development, and sustains them over time until they are embedded in practice across the school [Reflecting & Adapting]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

A. PROFESSIONAL LEARNING is one of the most important and urgent areas of focus for our school's efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

B. Our school has the capacity to effectively focus at this time on PROFESSIONAL LEARNING as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

C. Is there anything else we should consider regarding PROFESSIONAL LEARNING in our school?

Implementation Level 4: Access to Resources and Services: Safe and supportive schools ensure that all students and families have access to culturally, linguistically, and developmentally appropriate supports, programs, and services made available in school, and through partnerships with external service providers that are integrated into the whole school learning environment. "Supports" include a wide range of things such as supportive relationships, access to food, access to stable housing, access to medical care, access to academic support, access to after school opportunities, as well as mental health services.

Please indicate your closest level of agreement with these statements related to ways that the **Essential Elements** of Safe and Supportive Schools can play out through the Lever of ACCESS TO RESOURCES AND SERVICES:

1. Our school provides targeted services and interventions that anticipate and meet the needs of individual students, especially those in need of services that are culturally, linguistically and developmentally appropriate [Supporting all Students]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

2. Our school is working to better understand how access to supports and interventions can and need to shift from being a matter of happenstance to a regular part of what our school offers to students, staff, and families [Deepening Understanding]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

3. Our school has secured the interventions and services that meet the needs of all students in our school [Advancing Equity]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

4. Our school ensures that all staff are using relevant best practices grounded in anti-racist, Social Emotional Learning, and culturally responsive practices, to meet the unique clinical, linguistic, developmental, and cultural needs of students and families while making appropriate referrals and supporting successful transitions between educational (and other) settings [Exemplifying Cultural Responsiveness]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

5. Our school continuously evaluates the needs and provides integrated interventions and services that are adapted as needed to meet the needs of all of the members of our school community - students, staff, and families [Reflecting and Adapting]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

A. ACCESS TO RESOURCES AND SERVICES is one of the most important and urgent areas of focus for our school's efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

B. Our school has the capacity to effectively focus at this time on ACCESS TO RESOURCES AND SERVICES as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity]

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

C. Is there anything else we should consider regarding ACCESS TO RESOURCES AND SERVICES in our school?

<p>Implementation Level 5: Teaching and Learning that Fosters Safe and Supportive Environments: Students improve their learning in classroom and school cultures that are safe and supportive, and that are representative of their history and experiences.</p>
<p>Please indicate your closest level of agreement with these statements related to ways that the Essential Elements of Safe and Supportive Schools can play out through the Lever of TEACHING AND LEARNING THAT FOSTERS SAFE AND SUPPORTIVE ENVIRONMENTS:</p>
<p>1. Programs and supports are provided so that all students have opportunities to develop and practice social and emotional skills and discourse, and see themselves represented in the curriculum [Supporting all Students] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>2. Our school supports teachers and staff to know and understand how/why to use a variety of proven teaching and learning strategies to support student learning in and out of the classroom [Deepening Understanding] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>3. Our school ensures that teachers are implementing strategies aligned with approaches such as Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), Social and Emotional Learning (SEL), and using a curriculum that reflects the background and identities of diverse students, including those in their classrooms [Advancing Equity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>4. Our school has made shifts in teaching styles, curriculum offerings, and materials in order to introduce culturally relevant teaching and respect for students' background and experiences across the school [Exemplifying Cultural Responsiveness] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>5. Our school ensures that all staff are supported to continuously improve their knowledge, skill, and capacity to implement evidence-based instructional practices and positive behavioral approaches [Reflecting and Adapting] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>A. TEACHING AND LEARNING THAT FOSTERS SAFE AND SUPPORTIVE ENVIRONMENTS is one of the most important and urgent areas of focus for our school's efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>B. Our school has the capacity to effectively focus at this time on TEACHING AND LEARNING THAT FOSTERS SAFE AND SUPPORTIVE ENVIRONMENTS as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>C. Is there anything else we should consider regarding TEACHING AND LEARNING in our school</p>

<p>Implementation Level 6: Policies and Procedures: Safe and supportive schools have policies, procedures and protocols that are student-centered, equitable and unbiased.</p>
<p>Please indicate your closest level of agreement with these statements related to ways that the Essential Elements of Safe and Supportive Schools can play out through the Lever of POLICIES AND PROCEDURES:</p>
<p>1. Our school ensures that policies and procedures are student-centered, anti-racist/anti-biased and allow for students and families to have a voice in developing and implementing them [Supporting all Students] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>2. Our school supports staff to learn and understand how to implement positive behavioral expectations and practices that support students to develop the skills and dispositions to be successful in school and the wider community [Deepening Understanding] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>3. Our school puts equity at the heart of all policies and procedures guiding everything from rules for homework, field trips, and the use of common spaces, to policies guiding recruitment and staffing, attendance, behavior, discipline, and student supports [Advancing Equity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>4. Our school periodically and systematically re-evaluates policies and procedures to build a culturally responsive school community that supports the needs of students, staff, families, and community [Exemplifying Cultural Responsiveness] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>5. Our school assesses current and proposed policies and procedures to eliminate racial biases, fully integrate trauma informed practice, help students build and practice social and emotional skills, and support students with positive behavioral supports [Reflecting and Adapting] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>A. POLICIES AND PROCEDURES is one of the most important and urgent areas of focus for our school's efforts to build upon strengths and address challenges related to creating safe and supportive learning school environments. [priority] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>B. Our school has the capacity to effectively focus at this time on POLICIES AND PROCEDURES as a Lever to build upon strengths and address challenges related to creating safe and supportive learning environments. [capacity] <input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>
<p>C. Is there anything else we should consider regarding POLICIES AND PROCEDURES in our school?</p>

Safe and Supportive Schools Deep Dive Self-Reflection Tool

Phase 2 - Step 5: Assess the Current State of the School Using the Deep Dive Self-Reflection Tool

In this step, the Project Team will work together (as a whole team or in groups) using the Deep Dive Self-Reflection Tool to assess its current progress in creating a safe and supportive school. The objective is to identify aligned work that is in progress or has already been implemented, as well as what opportunities exist for continuing to progress. The steps below are designed to help the planning committee answer the question: What are the two or three top priorities that have emerged to date from surveys and discussions?

Note: The Deep Dive Self-Reflection Tool has an average of 20 items in each of the six Implementation Levers (areas of school operations) and can take a long time to complete. Many Project Teams decide to focus on exploring one Lever at a time/meeting beginning with areas that were identified in the Preliminary Self-Reflection as being most in need of improvement and/or growth. While a Project Team might decide to focus on two or three Levers to begin with, they should plan to complete the Deep Dive Self-Reflection for every Lever as part of their work.

Work through the following tasks and activities:

- Review** the priorities that staff have identified in the staff survey and staff discussions.
- Review** the insight gained from the Preliminary Self-Reflection to better understand where the school should reflect further. It is recommended that the school complete the entire Self-Reflection Tool. However, if time is a concern, the preliminary self-reflection may help to identify specific levers to focus on.
- Explore** the Implementation Levers Rubric starting on page 38 “How to Read the Safe and Supportive Schools Implementation Rubric” and walk through the rubric solely with the intent of comprehending the content and building comfort in navigating the format.
- Complete the Deep Dive Self-Reflection Tool** While you have already completed Part A, Part B is a deep and more intensive process that will yield important information the team can use to build out action plans. While a team may decide to focus on a few Levers that surfaced as priority areas in the Preliminary Self-Reflection in Phase 1, it is highly recommended that this deep reflective process take place for all six Levers. The purpose of the deep dive reflection is to probe further than the previous step and build a clear bridge between the data gathering, self-reflection, and planning phases.

Deep Dive Self-Reflection

Implementation Lever 1: Leadership and Culture: Leadership fosters the creation of a safe and supportive school by developing and implementing a strategic and integrated plan to improve climate, culture and supports for students, staff, and the community.

Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.

G01. What strategies do, and can our leadership implement to effectively create the climate and culture needed for a safe and supportive school?

G02. How do we know that all students feel a sense of belonging to their community?

G03. In what ways do all students have opportunities to be meaningfully involved in the planning and implementation of school climate and culture initiatives?

G04. In what ways does and can our school encourage staff collaboration, and create the time with multiple opportunities for deep learning and collaborative conversations among leaders and staff to improve climate, culture, and school safety?

G05. What are we doing to recruit, retain, affirm, and support a diverse and committed staff? How do we help all staff be ready and able to ensure that students from all backgrounds and identities have access, supports and opportunities to achieve better outcomes?

G06. Does our school have a leadership team that reflects the diversity of our stakeholders? What steps have school leaders taken to identify and embed culturally and developmentally responsive and anti-racist practices across policies, curriculum, and staff training?

G07. What measurable actions does our school and district leadership take to ensure a safe and supportive culture is a school-wide priority with a continuous improvement mindset?

G08. In what ways does our school have the capacity to engage with activities to strengthen **leadership and culture** (this Lever topic)? If needed, what can be done to build the capacity?

9. Rate the urgency of this priority:

1 - Not Urgent 2 - Somewhat Urgent 3 - Urgent 4 - Very Urgent - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:

01. School leaders make tangible and thoughtful efforts to get to know all the students in the school, and ensure that all students feel safe and supported in their academic, social, and emotional development

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

02. School leaders have identified and work to increase understanding of the unique developmental needs, and racial, ethnic, cultural, and sexual orientation/gender identities of all students

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

03. School leaders create opportunities for students from all groups and sub-groups to participate in planning sessions and discussions, etc. to solicit input and feedback, and include them in decisions on efforts related to strengthening school climate and culture

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

04. School leaders make continuous efforts to ensure that students from all groups and sub-groups have a voice in matters of school climate and culture

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

05. School leaders ensure that the climate and culture of the school moves beyond compliance and is authentically respectful and responsive to the needs of every student including those who are presently being systematically underserved and provides each with opportunities to participate in decisions affecting their experiences in the school

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

06. School leaders seek out opportunities to deepen their own learning and better understand the research about the culture of safe and supportive schools

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
07. School leaders monitor progress against goals to ensure that teachers, staff, and all other personnel understand and are working to achieve defined goals to become safer and more supportive
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
08. School leaders routinely participate in cycles of professional learning and continue to learn, utilize, grow, and build their skills in Social and Emotional Learning (SEL) including integrated SEL and leading a safe and supportive school environment and create opportunities to share what they've learned with others
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
09. School leaders ensure school improvement and other associated plans are informed by a wide variety of objectively analyzed data sources to identify inequities and opportunity gaps including demographic, discipline, academic, test scores (MCAS, SAT, AP, etc.), attendance, and participation in programs and services currently available in the school to identify inequities and opportunity gaps
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
10. School leaders create and implement a data-driven system of continuous improvement that includes goal setting and progress monitoring to address systemic inequities
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
11. School leaders use data, observation, and relationships to anticipate and respond to the ever-changing needs of all students, and have systems and resources in place to ensure that every one of them has opportunities to excel academically, and develop social and emotional skills both in and out of school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
12. School leaders collect and disaggregate data, and use observation to identify and address where racism, bias and/or and cultural insensitivity may be occurring and make plans and devote time and resources to provide training and support on anti-racist and culturally responsive practices for all leaders, teachers, and staff
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
13. School leaders actively recruit and support applicants that represent a multitude of diverse perspectives (including but not limited to race, ethnicity, culture, gender, sexual orientation, and gender expression) with a demonstrated commitment to creating a safe and supportive school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

14. School leaders/the principal models the role of lead teacher and learner by encouraging teachers and staff to build positive, constructive, and trusting relationships that honors students' home cultures in and out of the classroom
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
15. School leaders support and retain a diverse staff including through mentorships, coaching, and/or affinity groups to support their needs, as well as ongoing relevant professional development to support continuous growth for all staff
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
16. School leaders promote a dynamic and culturally diverse school community by leveraging race, culture, and multiple intersecting identities with high expectations and support
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
17. No predictable/substantial disparities exist when student data is disaggregated by identity based sub-groups
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
18. There are regular professional learning opportunities for staff to reflect on and strengthen their own social, emotional, and cultural competencies to sustain a vibrantly healthy and safe school culture
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
19. School leaders have recruited a Project Team made up of diverse members from across the school community including those with decision-making authority to lead the work of becoming safer and more supportive and address where racism, bias, and/or cultural insensitivity may be occurring
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
20. School leaders and the Project Team are active participants in professional learning groups studying aspects of safe and supportive schools to increase their own knowledge as well as encouraging staff growth
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
21. School leaders ensure that time, resources, and ongoing support are dedicated for continuous cycles of reflective practice studying implementation of the SaSS action plan
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
22. School leaders maintain a culture of collaboration that encourages continuously improving and changing practices, procedures, and policies in response to the needs of students, families, and the wider community

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

Implementation Lever 2: Family and Community Engagement: Safe and supportive schools have structures in place to enable staff to partner effectively with all families and community members to support the educational success of their children.

Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.

G01. How can we build safe and trusting relationships with families and community members to support the needs of every student?

G02. What do we need to learn and do to better honor families and community members and value their contributions to the learning process and the life of our school?

G03. What does our school need to do to ensure that all families and community members, regardless of race, language, income, ability, and self-identities, see themselves as valued partners in an inclusive and cohesive school community?

G04. What will we do to build and sustain the growth and development of our connections with families and community members to fully participate in our safe and supportive school?

G05. To what degree does our school have the capacity to engage with activities to strengthen *family engagement* (this Lever topic)? If needed, what can be done to build the capacity?

8. Rate the urgency of this priority:

1 - Not Urgent 2 - Somewhat Urgent 3 - Urgent 4 - Very Urgent - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:

01. Work by students from all levels is displayed throughout the school and on the school website in a way that shows how academic and vocational standards are being met
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
02. School staff conduct a needs assessment periodically (at least twice per year) with families and community members, asking about their preferred ways of communication and how/where they go to access information, including regular print and electronic notices, social media, person-to-person, phone messages, etc.
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
03. The school engages regularly with all families to identify and remove barriers to developing trusting relationships with their child`s teacher and school leaders to enable collaborative educational planning and joint problem-solving
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
04. School leaders recognize the need and make efforts to build and rebuild trust with families who experience inequities and bias
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
05. A respectful process is in place and monitored to contact and follow-up with families when negative incidents occur
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
06. The school makes families essential partners by ensuring there are opportunities beyond the regular school day to meet and accommodate family schedules (e.g., before school, late evenings, weekends), in ways that are agreed upon with teachers and families
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
07. The school has created multiple and varied opportunities for community members to participate in the life of the school to provide connection and support for all students, bring the community into the school, and bring students into the community
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
08. Every student`s school experience provides multiple and diverse opportunities to participate in activities that enrich their academic, cultural, and Social and Emotional Learning (SEL) in school as well as in the wider community.
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
09. Staff and School Leaders have reviewed the Strengthening Partnerships Framework together during professional learning sessions to learn about effective family engagement practices, and adopt shared practices to reach out to all families

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
10. School staff and school leaders create systems to identify and address gaps in family engagement initiatives
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
11. School leaders, teachers, and staff engage with families to disseminate information in multiple languages about their children’s educational rights and how the school and district operates including its mission, goals, and organizational structure
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
12. School leaders, teachers, and staff solicit individual family and community voices to develop an appreciation for their cultural values and make efforts to rebuild trust with families who have felt alienated from the school because of an incident or negative experience
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
13. All staff share an understanding of implicit bias and its potential impact on creating positive, effective, and supportive interactions with families and community members, and school leaders ensure that families’ and community voices are valued and that their culture and family identity are honored
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
14. The school maintains clear signage that is welcoming to families, community members, and visitors in the main languages used by families and community members in the district. Whenever possible families are greeted in their home language when they come to the school.
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
15. School leaders prioritize hiring staff who are bi-lingual and from diverse cultural backgrounds to create inclusive language and cultural connections with families and community members
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
16. School leaders connect family or community members interested in education jobs to educational opportunities
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
17. School leaders have implemented strategies to involve families that are tailored to meet individual family needs, and include flexibility in selecting meeting times and preferred means of contact, and ensuring availability of interpreters and translated materials (at group meetings as well)
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

18. The school and district share responsibility with stakeholders from all neighborhoods and backgrounds to identify and break down barriers to community and family engagement related to the language, racial, ethnic, religious, ability, family structure, socioeconomic status, education level, gender/sexual orientation of families

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

19. School staff and school leaders build strong connections with the faith-based, cultural, ethnic, and linguistic communities and neighborhoods in which its families reside

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

20. The school establishes clear home-school partnerships that are flexible and responsive to the family's needs and the student's learning goals when online/digital or remote learning is necessary, and a clear plan and has built capacity (professional development, hardware, software, internet access, etc.) to provide supports to students and families for online/digital or remote learning, where applicable

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

21. The school, families, and community members collaborate to establish school policies and procedures that support and promote families as advocates and active partners in decision-making at the school

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

Implementation Level 3: Professional Learning: School leaders, teachers, and staff engage in professional development and other targeted learning to improve school climate, culture, safety, and social and emotional learning based on the needs of all staff and students.

Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.

G01. What professional learning opportunities currently exist, and what is needed, for our staff to build a high-performing community of engaged learners?

G02. How will we solicit input from all staff about their professional learning needs related to each indicator in Lever 3?

G03. What professional learning opportunities are necessary to build understanding and skill in teachers and staff to use an approach to teaching and learning that supports students' social and emotional growth?

G04. What kinds of professional learning opportunities driven by the interests and needs of staff are needed for them to learn and grow?
G05. What sorts of high-quality professional learning experiences are needed for our school leaders and staff to address racism, implicit biases, and systemic inequalities in our school?
G06. How will we assess staff's skills with cultural competency and provide ongoing, needs-based professional learning opportunities to ensure equitable outcomes for all students?
G07. How will we implement the targeted theories and practices explored during professional learning sessions? How will we sustain them over time to embed them into practice across the school?
G08. To what degree does our school have the capacity to engage with activities to strengthen <i>professional learning opportunities</i> (this Lever topic)? If needed, what can be done to build the capacity?
G09. Rate the urgency of this priority:
<input type="checkbox"/> 1 - Not Urgent <input type="checkbox"/> 2 - Somewhat Urgent <input type="checkbox"/> 3 - Urgent <input type="checkbox"/> 4 - Very Urgent <input type="checkbox"/> - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:
01. School leaders survey staff to surface strengths and gaps in current practice at the school, and explore a range of options identified as needed by staff to help them support using a whole-child approach of supporting the social, emotional, behavioral, and academic needs of all students
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
02. School leaders provide all staff with the opportunity to participate in professional development to learn and build skill in whole-child approaches including Universal Design for Learning (UDL) , Trauma-Informed Practice , use of Multi-Tiered Systems of Supports (MTSS) , Culturally and Linguistically

<p>Sustaining Practices, Anti-Bias Teaching, and direct skill instruction including embedding Social and Emotional Learning (SEL)</p>	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
03. Most staff across the school are well-versed with using a variety of whole-child approaches and aid students` academic growth and development	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
04. All staff feel comfortable openly sharing examples of how they`ve taken proactive efforts to build authentic relationships with their students	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
05. All staff have learned with and from students that challenging behavior can be an indicator of a student`s unmet need or not fully developed social-emotional skill, and/or a reaction to behavior because of staffs` own implicit bias, and that a negative or punitive response to the behavior may only serve to distance the student from school	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
06. School leaders, qualified staff, or contracted vendors lead professional learning sessions designed for staff to deepen their understanding of the Essential Elements, and trauma informed practice	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
07. All staff have participated in professional development offerings targeted to the needs identified by staff surveys, facilitated discussions, focus groups, and observations	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
08. All staff are engaging in cycles of reflective practice to try on new skills, identify gaps and challenges, and create plans to address them	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
09. The school is an active learning community informed by students, families, colleagues, administrators, and the wider community, that engages in continuous cycles of reflective practice and improvement always seeking to strengthen the skills of teachers	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	
10. School leaders conduct an equity audit providing evidence of what sorts of inequities exist in the school, and develop plans to provide professional development to address inequities, and support staff to adopt practices that will impact them	
<p><input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown</p>	

11. School leaders ensure that all staff engage in professional learning experiences that help them understand what opportunity and disciplinary disparities exist in the school, and learn new practices that address and prevent them
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
12. School leaders have implemented ongoing professional learning opportunities for all staff (including paraprofessionals, administrative, cafeteria workers, custodial and others) to address racism, implicit bias, and inequitable treatment of marginalized students
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
13. The school has a staff culture of learning and growth that ensures that 100 percent of students have access to rigorous and varied curriculum, fair and equitable discipline practices, and ample supports to excel socially, emotionally, and academically as they progress through the school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
14. School leaders deepen understanding among staff by creating a professional development strand focused on developing culturally and linguistically sustaining practices at the school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
15. School leaders reinforce commitment to culturally responsive practices through their yearly goals and with professional development offerings led by expert trainers in the field of cultural competency and developmentally appropriate teaching practices that is reflective of the school's own unique context
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
16. The school funds and builds in the schedule for ongoing, high quality, and job-embedded professional development programs on race, antiracism, implicit bias, school-induced trauma, culturally responsive teaching, and other equity-focused efforts
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
17. The school has adopted culturally and linguistically sustaining practices that empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
18. School staff members share the expertise they have developed with others in the school by leading work to create a sustainable cycle of professional learning focused on whole-child practices
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

19. School leaders routinely communicate with staff to understand their ongoing growth, and provide professional development that is tailored and differentiated to meet the needs of staff in different phases of their career and personal growth

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

20. The school has a system of continuous support for a high-performing learning community where students, staff, and community members feel a sense of belonging; connected; safe and supported academically, physically, and emotionally; and where staff can learn and respond to the evolving needs of students and the community

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

Implementation Level 4: Access to Resources and Services: Safe and supportive schools ensure that all students and families have access to culturally, linguistically, and developmentally appropriate supports, programs, and services made available in school, and through partnerships with external service providers that are integrated into the whole school learning environment. "Supports" include a wide range of things such as supportive relationships, access to food, access to stable housing, access to medical care, access to academic support, access to after school opportunities, as well as mental health services.

Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.

G01. What do we need to do to ensure that the resources, supports, and services necessary to create safer, more supportive schools are in place for all students, families, and staff to effectively meet the needs of the whole school community?

G02. How will we identify strengths, needs, gaps, and opportunities to provide targeted services and interventions that anticipate and meet the needs of all students, especially those in need of services that are culturally, linguistically, and developmentally appropriate?

G03. How can we ensure that access to supports and interventions shifts from being a matter of happenstance to a regular part of what our school offers to students, staff, and families?

G04. What do we need to learn and know about our students and the resources available in our community to secure the interventions and services that will meet the needs of all students in our school?

G05. How can we ensure that all school staff are utilizing relevant best practices grounded in anti-racism, cultural responsiveness, and Social Emotional Learning (SEL) practices to meet the unique clinical, linguistic, developmental, and cultural needs of students and families when making appropriate referrals and transitions?

G06. How will we continuously evaluate the needs and provide integrated interventions and services that are adapted as needed to meet the needs of all the members of our school community - students, staff, and families?

G07. To what degree does our school have the capacity to engage with activities to strengthen **access to resources and services** (this Lever topic)? If needed, what can be done to build the capacity?

G08. Rate the urgency of this priority:

1 - Not Urgent 2 - Somewhat Urgent 3 - Urgent 4 - Very Urgent - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:

01. What do we need to do to ensure that the resources, supports, and services necessary to create safer, more supportive schools are in place for all students, families, and staff to effectively meet the needs of the whole school community?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

02. How will we identify strengths, needs, gaps, and opportunities to provide targeted services and interventions that anticipate and meet the needs of all students, especially those in need of services that are culturally, linguistically, and developmentally appropriate?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

03. How can we ensure that access to supports and interventions shifts from being a matter of happenstance to a regular part of what our school offers to students, staff, and families?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

04. What do we need to learn and know about our students and the resources available in our community to secure the interventions and services that will meet the needs of all students in our school?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

05. How can we ensure that all school staff are utilizing relevant best practices grounded in anti-racism, cultural responsiveness, and Social Emotional Learning (SEL) practices to meet the unique clinical, linguistic, developmental, and cultural needs of students and families when making appropriate referrals and transitions?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

06. How will we continuously evaluate the needs and provide integrated interventions and services that are adapted as needed to meet the needs of all the members of our school community - students, staff, and families?

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

07. School counselors and other support specialists are actively involved in providing professional development offerings on topics identified as needed by staff, and are always available to help teachers and other staff with referring students for interventions and services

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

08. School leaders are implementing [Principles of Effective Practice for Integrating Student Supports](#) They include: Whole School, Whole Child, Mindset, Confidentiality, Collaboration, Coordination, Access to Services, and Partnering with Families

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

09. The school has established an interdisciplinary student support team which includes the student and is made up of counselors, nurses, psychologists, and others who provide necessary supports for students within school, and who manage external services for students who are identified as requiring additional supports

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>10. The school goes beyond using only a case management approach to student and family supports, and includes a broader public health stance recognizing the need for support is not just limited to identified students, but to all students, staff, families, and the wider community</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>11. School leaders have used surveys, facilitated discussions, and focus groups, and other methods to identify and map available community-based and online resources and services including an understanding of sources of funding to support both staffing and additional services needed and have taken steps to expand access to external services</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>12. School leaders implement policies, procedures, and protocols about communication with community-based service providers regarding individual students that are clear and used by all staff to maintain confidentiality for all students and families</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>13. School policies and professional development describe how, when, and where to refer students and families (not limited to our most marginalized populations) for academic, social/emotional, physical, and mental health supports; and staff actively facilitate and follow through in supporting access to appropriate services</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>14. The school has created an extensive network of internal and external programs and supports that provide needed services for students, staff, and families while respecting all linguistic, racial, ethnic, cultural, gender, and sexual orientation identities</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>15. School leaders have identified community-based resources and supports to assist with linguistically and culturally sensitive communication</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
<p>16. School leaders use professional development opportunities, newsletters, presentations at faculty/staff meetings, and other means to ensure that school staff understand some of the barriers to services for students and families through a cultural lens, and takes steps to address them</p>
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

17. The school has established partnerships with a variety of community-based organizations and programs that provide services that are sensitive to the racial, cultural, linguistic, gender identity and sexual orientation needs of students and families

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

18. All students and staff can identify and advocate when they need resources that can support them, and students and staff in need of additional resources and services, including but not limited to physical and mental health services, from school or community-based or other providers have ready access to clinically, linguistically, developmentally, and culturally appropriate services

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

19. School leaders communicate with teachers, staff, students, and families to identify what internal and external programs and services are needed to support ongoing staff and student learning and growth

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

20. School leaders share goals and common language related to safe and supportive schools with community partners to ensure aligned support for students' physical, social, emotional, and academic development

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

21. The school has moved away from ad hoc delivery of supports and services, and has built an integrated system to understand every individual student and family strengths and needs, develop individualized plans, and track service delivery and follow up for every student and family in the school

1 - Strongly Disagree 2 - Disagree 3 - Agree 4 - Strongly Agree - Unknown

Implementation Level 5: Teaching and Learning: Students improve their learning in classroom environments and school cultures that are safe and supportive, and that leverage diversity and culture to deepen learning.

Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.

G01. What classroom strategies both academic and non-academic need to be in place to support implementation of each of the Essential Elements?

G02. What shifts in programs and supports do we need to provide for all students to have opportunities to develop and practice social and emotional skills and discourse, as well as see themselves represented in their curriculum?

G03. How do we assess that teachers and staff can use a variety of proven teaching and learning strategies that support high expectations in and out of the classroom?
G04. How will we ensure that teachers are implementing approaches, programs, and strategies such as Universal Design for Learning, Multi-tiered System of Support (MTSS), Social and Emotional Learning (SEL), Sheltered Content Instruction for English Language Learners (SCI), and are using curricula that reflect the background and identities of diverse students in and out of their classrooms?
G05. What shifts in teaching styles, curriculum offerings and materials do we need to make to introduce culturally relevant teaching and respect for students' background and experiences across the school?
G06. What do we need to do to ensure that all staff are supported to continuously improve their knowledge, skill, and capacity to implement evidence-based instructional and behavioral strategies?
G07. To what degree does our school have the capacity to engage with activities to strengthen Teaching and Learning (this Lever topic)? If needed, what can be done to build the capacity?
G08. Rate the urgency of this priority:
<input type="checkbox"/> 1 - Not Urgent <input type="checkbox"/> 2 - Somewhat Urgent <input type="checkbox"/> 3 - Urgent <input type="checkbox"/> 4 - Very Urgent <input type="checkbox"/> - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:
O1. School leaders, student support specialists, and teachers coordinate to conduct assessments that identify opportunities to improve students' feelings of safety and support for their academic and personal growth
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

02. Staff have received an evidence-based social skills curriculum and professional development to provide instruction in Social and Emotional Learning (SEL) competencies providing students with opportunities to learn how to effectively interact with teachers and peers, and get along better with others on the playground and/or in public spaces
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
03. Teachers invite student voice and experience into every class by providing multiple and varied opportunities for small-group work, student presentations, service learning, and other ways for students to develop and demonstrate social and emotional competency
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
04. Teachers and staff support students to develop skills in effective academic discourse and social interactions with others, how to plan for and follow through on assignments, and learn and practice regulation of emotions and modulation of behaviors
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
05. Staff are provided with professional development opportunities to learn how to integrate evidence-based instructional strategies such as Universal Design for Learning (UDL), Anti-Bias/Anti-Racist Teaching, Sheltered Content Instruction for English Learners (SCI) , and embedded Social and Emotional Learning (SEL) as part of their teaching methods
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
06. Staff are using an array of approaches and evidence-based practices such as Universal Design for Learning (UDL), Anti-Bias/Anti-Racist Teaching, Sheltered Content Instruction for English Learners (SCI) , and embedded Social and Emotional Learning (SEL) as part of their teaching methods
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
07. Teachers and staff throughout the school embrace and use an integrated and well-calibrated system of culturally responsive practices along with academic, social, emotional, and behavioral supports and interventions
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
08. Staff have prepared schedules of lessons, instructions, and planned activities which are clearly communicated and reviewed regularly
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
09. School leaders and student support specialists regularly review data sources to identify and help staff to employ strategies to prevent the over-representation of groups of students, (e.g., black males in special education) by providing universal supports, implementing a culturally responsive and engaging curriculum, and Tier 1 and Tier 2 supports and other applicable supports that are not required by IEPs

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
10. Teachers of English Language Learners have received Sheltered Content Instruction for English Learners (SCI) training and have learned how to use the Collaboration Tool
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
11. Teachers and staff communicate high expectations and high supports for all students which are consistent across the school community
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
12. Teachers and staff embrace students` strengths through collaboratively creating lesson plans, which includes students` interests, goals, backgrounds, race, culture, ethnicity, and past experiences
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
13. Teachers and staff have designed advanced coursework, projects, and other personalized learning experiences into the curriculum and schedule
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
14. Teachers and staff actively maintain and elevate the use of anti-racist policies and practices as well as cultural responsiveness in an ongoing cycle to improve learning outcomes for all students, with an emphasis on identifying students in need of additional supports that may be manifesting through learning or behavior challenges, and to provide opportunities for advanced coursework and projects for all students, including Black, Indigenous, Students of Color, Immigrant Students, English Language Learners and Students with Disabilities
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
15. Teachers and staff have planned for how to create an inclusive and caring classroom and school culture that deepens and enriches students` social and emotional competencies, and have begun to build culturally and linguistically sustaining practices throughout the school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
16. Teachers and school leaders have conducted a text inventory review, e.g., using the DESE text inventory handbook ; and students see their race, cultural background and/or identity reflected in people and examples included in their textbooks and/or class materials and their authors
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
17. Teachers receive ongoing support to create lessons and classroom activities to use cultural scaffolding that is, students` cultures and lived experiences to expand their intellectual horizons and academic achievement

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
18. Teachers across the school are conscious of the power of curricula (formal, symbolic, media/societal) as an instrument of teaching and use it to help convey important information, values, and actions about ethnic and cultural diversity
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
19. All staff have participated in learning experiences to understand the role that trauma plays in learning and behavioral difficulties
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
20. All staff are implementing trauma-informed practices to support students
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
21. All teachers have been trained to use a variety of instructional and behavioral strategies to help students strengthen academic and behavioral competencies
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
22. Teachers across the school use holistic and integrated learning approaches including cognitive, physical, cultural, anti-racist, and emotional supports for all learners to create dynamic and challenging learning environments
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

Implementation Level 6: Policies and Procedures: Safe and supportive schools have policies, procedures, and protocols that are student-centered, equitable and unbiased.
Guiding Questions: List brief points as responses to each guiding question to thoughtfully engage in a reflective process. This will support your planning efforts as you consider which areas are most important for making progress.
G01. What policies and procedures must be addressed to create a safe and supportive school with a welcoming and inclusive environment for all students, staff, and families?
G02. How can we ensure that policies and procedures are student-centered, anti-racist/anti-biased and allows students and families to have a voice in developing and implementing them?

G03. How can we best support staff in mastering the implementation of processes and procedures for positive behavioral expectations and practices that support students?
G04. How can we make sure that fairness and racial equity are at the heart of all policies and procedures guiding everything from rules for homework, field trips, and the use of common spaces, to policies guiding recruitment and staffing, attendance, behavior, discipline, and student supports; and that they are developed for our school with input from staff, students, families, and community?
G05. How will we re-evaluate current policies and procedures to build a culturally responsive school community that supports and anticipates the needs of students, staff, families, and community?
G06. How do we assess new policies/procedures developed in our school to help staff to eliminate racial bias, fully integrate trauma informed practice, help students build and practice social and emotional skills, and support students with positive behavioral supports?
G07. To what degree does our school have the capacity to engage with activities to strengthen Policies and Procedures (this Lever topic)? If needed, what can be done to build the capacity?
G08. Rate the urgency of this priority:
<input type="checkbox"/> 1 - Not Urgent <input type="checkbox"/> 2 - Somewhat Urgent <input type="checkbox"/> 3 - Urgent <input type="checkbox"/> 4 - Very Urgent <input type="checkbox"/> - Unknown

Please respond with the answer that is closest to how you perceive your school in each of the following areas, given your experience and/or other data you have considered:
01. School leaders have a clear and transparent method for evaluating policies on how well they prioritize the needs of all students
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
02. School leaders, teachers, staff, and students have collaborated on expected rules of conduct in public spaces (e.g., hallways, cafeteria) that build

respect and allow for safe and orderly transitions	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
03. School leaders, teachers, and staff are committed to be allies and create Safe Spaces for all LGBTQIA students	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
04. School leaders have implemented anti-racist/anti-biased discipline policies based on best practices that include a progressive continuum that focuses first on prevention and skill building for all students and only use removals for disciplinary action only as a last resort (unless the situation is resulting in a need for emergency removal e.g., related to self-harm or imminent danger towards others)	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
05. District and school policies are designed to support students` connections and sense of belonging to the school community and foster positive relationships among students, teachers, staff, families, and the wider community	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
06. The district and school create and maintain anti-racist and anti-biased policies that are current, relevant, and designed to support the diverse student population and their needs as identified by district/school data	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
07. The project team utilizes a protocol to examine existing policies and procedures on school safety, discipline, and student supports to identify areas that are successful for students, and target those that need revision to fall in line with safe and supportive school practices	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
08. School leaders have implemented policies, procedures, and protocols to prevent bullying, and trained staff to use best practices that support effective bullying prevention and intervention g prevention and intervention	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
09. School leaders have implemented anti-bullying policies that are agreed on and understood by the entire school community	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
10. Staff across the school have reviewed school policies on behavioral expectations and have agreed to and use common language, practices, and	<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

procedures to address student challenges
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
11. The school has instituted discipline policies that are anti-racist/anti-biased, and based on the understanding that a restorative rather than a punitive approach to discipline helps students maintain their connection to the school
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
12. The Project Team reviewed policies and procedures guiding homework, field trips, and use of common areas like hallways and cafeteria spaces to ensure they are fair and equitable, and are communicated in ways that are easy for all to access
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
13. The principal handles instances of student misconduct with an individualized approach to re-engage the student in learning and avoid using long-term suspension from school as a consequence until all alternatives have been tried and exhausted (unless the situation is resulting in a need for emergency removal e.g., related to self-harm or imminent danger towards others)
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
14. Members of the school community including leaders, staff, students, and families regularly review policies, procedures, and protocols to ensure that they are anti-racist/anti-biased, are having the intended effect, are being utilized fairly and equitably across the school, and do not marginalize or have a negative effect on subpopulations of students
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
15. School policies promote holistic approaches to students, including an understanding of the impact of implementing anti-racist and culturally responsive practices, and the factors or unmet needs that may underlie students' behavioral challenges (e.g., trauma, disability, etc.), and support unbiased norms and values that provide clear expectations for how members of the school community - students and adults - interact with each other
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
16. The project team conducted a review of current policies to identify and recommend changes to any policy or procedure that is racist, or is not culturally responsive informed by multiple perspectives, including racial/ethnic, linguistic, cultural, gender and/or sexual orientation
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
17. The school has policies on teacher recruitment and retention in place to support diverse workforce (i.e., racial/ethnic, and other types of diversity), including partnering with local colleges and universities with schools of education, and creating job fairs, webinars, and other opportunities for educators of color to promote open positions

<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
18. District and school leaders invite diversity in opinions, encourage action on important social issues and engage students, staff, families, and the wider community in anti-racism and social justice efforts
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
19. School leaders are committed to embedding culturally and linguistically sustaining practices into all aspects of school life including staff recruitment/retention, curriculum, disciplinary policies, and family engagement strategies to support student success
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
20. School leaders together with teachers decide on how to enforce basic school rules uniformly, and communicate them clearly so that students experience fair and consistent use of school rules
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
21. School leaders review existing policies to identify gaps, and enact clear policies and procedures in place that address how to respond to individual student safety concerns, such as suspected abuse and neglect, family safety when there appears to be domestic violence, and when there may be harassment
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
22. School leaders have evaluated and reflected upon existing policies and procedures and changes recommended by the project team to ensure they are equitable, fair, safe, and supportive and teachers, students, and families were included in the review and revision process
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown
23. The school's community (leaders, teachers, staff, and families) work together to continuously improve and change practices, procedures, and policies in response to the needs of students, families, and the wider community
<input type="checkbox"/> 1 - Strongly Disagree <input type="checkbox"/> 2 - Disagree <input type="checkbox"/> 3 - Agree <input type="checkbox"/> 4 - Strongly Agree <input type="checkbox"/> - Unknown

Safe and Supportive Schools Action Planning Guiding Questions and Template

– for use by grantees and others

Directions: To begin Action Planning (in Phase III), the project team should start by reviewing the reports in the [Self-Reflection Tools](#). Reports are available for both the Preliminary and Deep Dive sections and include information related to ratings on priority and capacity, counts and average ratings by Lever and by Essential Element.

Teams can use the guiding questions about data and self-reflection, as well as the [Essential Elements](#), to discuss and analyze what has been learned about the school's progress in each of the six Topic Areas ([Levers](#)). Discussing these questions in relation to any implementation activities will help to ensure that strategies are aligned with the priorities of the school and district as well as with Safe and Supportive Schools best practices. The following questions are optional, and teams can decide which ones are most relevant to their work and goals.

Guiding Questions

- **What do we notice?**
 - How does school-wide data align with our reflection on the Levers?
 - What is consistent from each Lever and/ or Indicator? (e.g., are we rating ourselves consistently high or low in a particular Indicator across all of the Levers?)
 - What inconsistencies do we see in the tool reports, team discussions, etc.?
 - Is there variation in responses or perceptions between staff and students/families or community?
 - Is there variation in responses or perceptions between white staff/students/families and Black, Indigenous, People of Color (BIPOC) staff/students/families?
 - Is there variation in responses or perceptions between staff/students/families in other historically marginalized groups (low socio-economic status, students with IEPs, LGBTQ+, etc.) and staff/students/families in the majority?
 - What are the commonly held priorities that have emerged from the self-reflection process?
- **What do we wonder?**
 - What do we want to know more about?
 - What could be clearer?
 - Could we have misinterpreted the data on anything that we examined?
 - Are any perspectives missing?
 - What are we missing?
- **How does what we notice and wonder lead to our priorities as recognized in the data?**
 - What has surfaced as areas of strength?
 - Are these strengths for ALL populations or just some?
 - Are there any strengths that, while the majority of respondents see them as strengths, certain groups of respondents did not see them as strengths?
 - What has surfaced as the areas that are most in need of improvement?

- What opportunities already exist to address them?
 - What barriers exist to addressing them immediately? (e.g., capacity issues, funding)
 - What more can be done to address the barrier(s)?
 - Who else needs to be brought into the conversation for perspective building and honest feedback?
-
- **How do we prioritize what to focus on first?**
 - What had the highest impact?
 - What is the most easily achievable?
 - What is likely to take the longest time to achieve?
 - Can we capitalize on current/imminent opportunities?
 - What will cost the least to pursue?
 - Is this foundational/prerequisite to other goals?
 - Is this supported by a broad consensus of stakeholders?
 - What is most likely to be stable and reliable in the long run?
 - What is least risky?

Essential Elements of Safe and Supportive Schools



Think about how to **embed** the Essential Elements into the action plan to create a safe and supportive school by reviewing the following questions. You are encouraged to **review and discuss** the questions below as a team. This will help to identify whether and how the decisions and actions the school chooses to take ensures they are included in the plan. **How will addressing a given priority or taking a particular action...**

- Deepen understanding across the school community of the need for safe and supportive schools and the need for a whole school approach that values the expertise of educators, students, and families?
- Support all students to feel safe- physically, socially, emotionally, behaviorally, and academically?
- Support the school community to work together through a student-centered lens?
- Holistically support the whole student to:
 - form positive relationships with adults and peers,
 - manage and self-regulate their emotions and behaviors,
 - develop a sense of competence and academic success, and
 - experience physical health and well-being?
- Explicitly connect students to the school community and provide them with multiple opportunities to learn and practice newly developing skills?
- Build staff capacity to develop and use culturally responsive practices that dismantle implicit biases and systemic inequalities in order to create learning environments that welcome, include, and support all students to deeply learn, grow, and thrive?
- Promote equitable access, opportunities, and outcomes for 100 percent of students to ensure they are engaged and challenged to achieve their fullest potential?
- Ensure that the school actively works to dismantle racism and advance anti-racist teaching, policies, and practices?
- Support collaborative efforts within staffing teams to ensure that 100 percent of the staff is responsible for 100 percent of the students served?
- Help staff anticipate and adapt to the ever-changing needs of students and the surrounding community?

Safe and Supportive Schools Action Plan Template

District	
Grant Coordinator Name	
Grant Coordinator Email	

Describe the major implementation goals (either short term or long term, or both) for the district and for individual schools participating in the action planning process.

District:

School (add additional rows for more schools):

*Complete the following for each participating school.
The District Action plan may also follow a similar format*

School	
Main Contact Name	
Main Contact Email	

Copy and paste this section for each Strategic Initiative as needed. A Strategic Initiative is WHAT is going to take place to address the implementation goals listed above.

Strategic Initiative:

Is this initiative something you had planned to address prior to completing the self-reflection process? Describe how the urgency is informed by the self-reflection and how it has changed from your original thinking.

Levers addressed by this Strategic Initiative (<i>check all that apply*</i>)					
Leadership and Culture	<input type="checkbox"/>	Family Engagement	<input type="checkbox"/>	Professional Learning Opportunities	<input type="checkbox"/>
Access to Resources and Services	<input type="checkbox"/>	Teaching and Learning	<input type="checkbox"/>	Policies and Procedures	<input type="checkbox"/>
Monitoring Progress					
<i>Process Benchmarks: What will be done, when, and by whom</i>					
Process Benchmark		Person Responsible	Date Due	Success Indicator	

If all 6 levers are not being addressed by the above strategic initiative(s), how do you plan to assess and address the remaining levers in the next school year?

Describe how the plan described above connects with other school or district plans (e.g., reopening plans, school or district improvement plans, etc.)

What other funding sources might you be thinking about (e.g., ESSER III) to pay for additional initiatives or to sustain the above initiatives.

Implementation Lever 1: Leadership and Culture Leadership fosters the creation of a safe and supportive school by developing and implementing a strategic and integrated plan to improve climate, culture and supports for all students, staff, and the community.

Guiding Question: What strategies do, and can our leadership implement to effectively create the climate and culture needed for a Safe and Supportive School?

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and Supportive Schools provide support for students to feel connected to the community, and to have a voice in school climate and culture.
 - Guiding Question: **How do we know that all students feel a sense of belonging to their community? In what ways do all students have opportunities to be meaningfully involved in the planning and implementation of school climate and culture initiatives?**
- ❖ **Deepening Understanding:** Safe and supportive schools encourage staff to collaborate and creates time for staff and leadership to meet on a regular basis to learn about and discuss ways to improve climate, culture, and safety in the school.
 - Guiding Question: **In what ways does and can our school encourage staff collaboration, and create the time with multiple opportunities for deep learning and collaborative conversations among leaders and staff to improve climate, culture, and school safety?**
- ❖ **Advancing Equity:** Safe and Supportive Schools actively recruit, retain, and support staff who represent diverse racial, ethnic, and cultural backgrounds and who are committed to improving efforts to make the school Safer and more Supportive.
 - Guiding Question: **What are we doing to recruit, retain, affirm, and support a diverse and committed staff? How do we help all staff to be ready and able to ensure that students from all backgrounds and identities have access, supports, and opportunities to achieve better outcomes?**
- ❖ **Exemplifying Cultural Responsiveness:** Safe and Supportive Schools have a leadership team that empowers faculty, staff, and community stakeholders to implement culturally and linguistically sustaining practices across every aspect of school life.
 - Guiding Question: **Does our school have a leadership team that reflects the diversity of our stakeholders? What steps school leaders taken to identify and embed culturally and developmentally responsive and anti-racist practices across policies, curriculum, and staff training?**
- ❖ **Reflecting and Adapting:** Safe and supportive schools have leaders who continuously engage in new and improved ways to support staff, students, and the community.
 - Guiding Question: **What measurable actions do our school and district leadership take to ensure a safe and supportive culture is a school-wide priority with a continuous improvement mindset?**

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Supporting All Students	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders make tangible and thoughtful efforts to get to know all the students in the school, and ensure that all students feel safe and supported in their academic, social, and emotional development <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School leaders are physically present in the life of the school -greeting students during entry and dismissal, walking the hallways and public spaces, etc. so they get to know them 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have identified and work to increase understanding of the unique developmental needs, and racial, ethnic, cultural, and sexual orientation/gender identities of all students ● School leaders create opportunities for all students from all groups and sub-groups to participate in planning sessions, discussions, and other venues to solicit their input and feedback, and include them in decisions on efforts related to improving school climate and culture <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A regular process for collecting and disaggregating benchmark data related to student connectedness (such as surveys on school climate and belonging) indicate a steady increase of students feeling better understood and heard by school leaders ● Students are represented or are members of the Project Team 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders make continuous efforts to ensure that students from all groups and sub-groups have a voice in matters of school climate and culture <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Focus groups and facilitated discussions of students from across the school are held regularly to solicit student input, and intentional efforts have been made to ensure they include students of all races/ethnicities, LGBTQ youth, English language learners, students with disabilities, and any other sub-group that has traditionally been marginalized 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders ensure that the climate and culture of the school moves beyond compliance and is authentically respectful and responsive to the needs of <u>every</u> student including those whom are presently being systematically underserved and provides each with opportunities to participate in decisions affecting their experiences in the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers have built in climate/culture goals in their evaluations ● 100% of students report having better relationships with their teachers, staff, and peers ● More students attend optional events

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders seek out opportunities to deepen their own learning and better understand the research about the culture of Safe and Supportive Schools <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The principal and other district and school leadership team members participate in Safe and Supportive Schools professional development opportunities sponsored by DESE ● <u>The school leader</u> creates/participates in a schoolwide book study and dialogue with other staff on topics including sass, trauma, implicit bias 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders join with teachers and staff from all parts of the school community to lead and participate in efforts (sessions, etc.) that deepen learning about school climate, culture and safety <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Deepening Learning sessions are scheduled on a regular basis and all teachers, staff, and school leaders attend at least 50 percent of the sessions ● Time at every regular faculty meeting is set aside for discussion of safe and supportive school topics 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders monitor progress against goals to ensure that teachers, staff, and all other personnel understand and are working to achieve defined goals to become safer and more supportive <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Training and coaching supports are provided for teachers, staff, and other personnel (e.g., bus drivers, cafeteria, custodial staff, School Resource Officers, etc.) to understand their role in in the safe and supportive school ● Surveys, observation, and other feedback mechanisms confirm that staff effectively work together and feel that they are working towards common goals for Safe and Supportive Schools 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders routinely participate in cycles of professional learning and continue to learn, utilize, grow, and build their skills in Social and Emotional Learning (SEL) including integrated SEL and leading a safe and supportive school environment and create opportunities to share what they've learned with others <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Cycles of professional learning to promote continual growth of school climate, culture, safety or other are embedded into the schedule permanently, and school leaders consistently participate in them ● The school principal and/or other members of the leadership team have become mentors for other schools undertaking SaSS work

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders ensure school improvement and other associated plans are informed by a wide variety of objectively analyzed data sources to identify inequities and opportunity gaps including demographic, discipline, academic, test scores (MCAS, SAT, AP, etc.), attendance, and participation in programs and services currently available in the school to identify inequities and opportunity gaps <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The Project Team collects and reviews data to identify and report out to school leaders and staff what steps are needed to address opportunity gaps and inequalities 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders solicit and act on input from stakeholders including staff, students, families, and community members about what opportunities are needed for all students to feel safe and supported to participate and excel academically, and develop social-emotional skills both in school, and out of school time in the wider community (e.g., after school activities) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Surveys from staff, students, families, and community members are disaggregated for analysis, provide data on existing opportunities, and are used to identify where gaps exist ● Students exhibit growth in social-emotional skills and self-regulation 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders create and implement a data-driven system of continuous improvement that includes goal setting and progress monitoring to address systemic inequities <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Quarterly surveys and observations are used to prove that articulated goals for improvements in student achievement have been met, as well as to pinpoint actions taken to address opportunity gaps, and/or inequities 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders use data, observation, and relationships to anticipate and respond to the ever-changing needs of all students, and have systems and resources in place to ensure that every one of them has opportunities to excel academically, and develop social and emotional skills both in and out of school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The school monitors data and anticipates changes in student demographics and needs, and school leaders have an established a measurable, replicable, and successful process to address them

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Exemplifying Cultural	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders collect and disaggregate data, and use observation to identify and address where racism, bias and/or cultural insensitivity may be occurring and make plans and devote time and resources to provide training and support on anti-racist and culturally responsive practices for all leaders, teachers, and staff <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● An external provider is identified and contracted to provide training ● A codified method for evaluating policies and materials for implicit bias is developed and implemented 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders actively recruit and support applicants that represent a multitude of diverse perspectives (including but not limited to race, ethnicity, culture, gender, sexual orientation, and gender expression) with a demonstrated commitment to creating a safe and supportive school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School based recruitment and retention plan identifying methods for attracting and hiring, and retaining their Black, Latinx and all other people of color on the staff ● Retention rates for a diverse staff population that reflects our students' needs and their demographics increase over time 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders/the principal models the role of lead teacher and learner by encouraging teachers and staff to build positive, constructive, and trusting relationships that honors students' home cultures in and out of the classroom ● School leaders support and retain a diverse staff including through mentorships, coaching, and/or affinity groups to support their needs, as well as ongoing relevant professional development to support continuous growth for all staff <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff trainings and professional development sessions on culturally responsive and anti-biased/anti-racist practices are mandatory for school leaders and staff, resulting in attendance rates or 90 percent or higher ● Students report feeling known, affirmed, acknowledged, and respected by school leaders, teachers, and staff 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders promote a dynamic and culturally diverse school community by leveraging race, culture, and multiple intersecting identities with high expectations and support ● No predictable/substantial disparities exist when student data is disaggregated by identity based sub-groups ● There are regular professional learning opportunities for staff to reflect on and strengthen their own social, emotional, and cultural competencies to sustain a vibrantly healthy and safe school culture <p>Possible Evidence:</p> <ul style="list-style-type: none"> ● At least 80 percent of staff report feeling empowered by leadership to do all that is necessary to ensure that students feel safe, supported, and intellectually challenged ● Objective data analysis reveals there are no substantial disparities by race, IEP, language status ● Curriculum across the school is reflective of multiple and relevant perspectives

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Reflecting and Adapting	<p>Intended Measurable Outcome: School leaders have recruited a Project Team made up of diverse members from across the school community including those with decision-making authority to lead the work of becoming safer and more supportive and address where racism, bias, and/or cultural insensitivity may be occurring</p> <p>Potential Evidence:</p> <ul style="list-style-type: none"> Membership of the Project Team includes school leaders, teachers/staff, students, families, and people from the wider community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> School leaders and the Project Team are active participants in professional learning groups studying aspects of safe and supportive schools to increase their own knowledge as well as encouraging staff growth <p>Potential Evidence:</p> <ul style="list-style-type: none"> Records of study group membership Staff report that school leaders participate in group sessions 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> School leaders ensure that time, resources, and ongoing support are dedicated for continuous cycles of reflective practice studying implementation of the SaSS action plan <p>Potential Evidence:</p> <ul style="list-style-type: none"> The Project Team is engaging in a cycle of reflective practice to ensure the action plan continues to meet the needs of students, teachers/staff, families, and the wider community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> School leaders maintain a culture of collaboration that encourages continuously improving and changing practices, procedures, and policies in response to the needs of students, families, and the wider community <p>Potential Evidence:</p> <ul style="list-style-type: none"> Observations reveal that every staff member uses universal practices (e.g., the MTSS Framework) and individual and small group supports in their daily practice

Implementation Lever 2: Family and Community Engagement Safe and supportive schools have structures in place to enable staff to partner effectively with all families and community members to support the educational success of their children.

Guiding Question: What needs to be in place to ensure that families and community members from all races, cultures, languages, socio-economic backgrounds, and gender/sexual orientations are intentionally welcomed and engaged as active partners in supporting all students?

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and supportive schools create authentic and trusting relationships between families and community members and staff to support the needs of every student by creating a welcoming environment where students and families feel safe, represented, and valued.
 - Guiding Question: **How can we build safe and trusting relationships with families and community members to support the needs of every student?**
- ❖ **Deepen Understanding:** Safe and supportive schools understand and value the strengths and assets that all families and community members bring to the student's learning experience.
 - Guiding Question: **What do we need to learn and do to better honor families and community members and value their contributions to the learning process and the life of our school?**
- ❖ **Advancing Equity:** Safe and supportive schools partner with families to create opportunities to share information about family goals, values, and cultures. Further, families and community members help to identify ways in which to embed student diversity and acceptance into the district, the curriculum and the life of the schools.
 - Guiding Question: **What do we need to do to ensure that the diversity of all families and community members is recognized and valued, and that families and students feel safe and welcome in our school community?**
- ❖ **Exemplify Cultural Responsiveness:** Safe and supportive schools are vibrant communities of learners that are diverse, safe, and inclusive of family and community members.
 - Guiding Question: **What does our school need to do to ensure that all families and community members, regardless of race, language, income, language, ability, and self-identities, see themselves as valued partners in an inclusive and cohesive school community?**
- ❖ **Reflect & Adapt:** Safe and supportive schools see a need to build and maintain authentic bonds with families and community members as integral partners in their children's education and create varied and multiple opportunities for them to participate in the life of the school.
 - Guiding Question: **What will we do to build and sustain the growth and development of our connections with families and community members to fully participate in our safe and supportive school?**

	Beginning	Developing	Practicing	Excelling
	<i>The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Supporting All Students	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> Work by students from all levels is displayed throughout the school and on the school website in a way that shows how academic and vocational standards are being met <p>Potential Evidence:</p> <ul style="list-style-type: none"> Posters, artwork, projects, and other recent student work are displayed in public spaces on a regularly rotating basis 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> The school engages regularly with all families to identify and remove barriers to developing trusting relationships with their child’s teacher and school leaders to enable collaborative educational planning and joint problem-solving <p>Potential Evidence:</p> <ul style="list-style-type: none"> Families are actively involved in decisions together with student support specialists on how to best serve the needs of each and every student The school provides culturally responsive social and emotional learning extension activities in multiple languages for families to use at home with their children School staff and families meet during home visits or in neutral spaces at the school to support feelings of safety and comfort 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> The school has created multiple and varied opportunities for community members to participate in the life of the school to provide connection and support for all students, bring the community into the school, and bring students into the community <p>Potential Evidence:</p> <ul style="list-style-type: none"> Community service and service-learning opportunities are available to enable students to strengthen their social, emotional, and academic competencies 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> The school has dismantled barriers to engagement (e.g., by providing translators, varying meeting times and places, etc.) so that students’ families are able to be actively engaged with their child’s teacher and school leaders. Every student’s school experience provides multiple and diverse opportunities to participate in activities that enrich their academic, cultural, social and emotional learning in school as well as in the wider community <p>Potential Evidence:</p> <ul style="list-style-type: none"> Student-led conferences are built into the schedule for every class Events, activities, and conferences take place during the evenings and on weekends to accommodate families with various schedules so they can be active in the life of the school Events, activities, and learning opportunities for students and families take place in locations throughout the community

	Beginning	Developing	Practicing	Excelling
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	☐	☐	☐	☐
Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff and school leaders review the Strengthening Partnerships Framework together during professional learning sessions to learn about effective family engagement practices, and adopt shared practices to reach out to all families <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Schools build in a professional development/target/smart goal for the year on improving family engagement efforts with targeted and measurable outcomes ● Staff have time built into the schedule to call all parents of new students at the beginning of the school year to introduce themselves and start forming a bond with families ● <u>Bilingual</u> staff or parents have time built into the schedule to call parents of all new ESL students at the beginning of the school year to introduce themselves and start forming a bond with families 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School staff conduct a needs assessment periodically (at least twice per year) with families and community members, asking about their preferred ways of communication and how/where they go to access information, including regular print and electronic notices, social media, person-to-person, phone messages, etc. <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The school has created a comprehensive family contact list, and has also identified where language supports/additional interpreters are needed ● Materials about/from the school are created in languages used by all families in the community and are widely available (e.g. posted or distributed in local businesses, grocery stores, churches, libraries, etc.) ● The school website is updated frequently and used to share information with families and the wider community using family friendly language 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Families are contacted regularly to share positive information and create relationships with their student's teacher(s) ● A respectful process is in place and monitored to contact and follow-up with families when negative incidents occur <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Call records and copies of letters or notes indicate frequent contact with families to relay positive information about their student ● Call records, and copies of letters for students involved in discipline referrals demonstrate that families are not harassed or intimidated by overly frequent contact by the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● There is a process and structure in place, with multiple and varied opportunities to ensure that family participation in the school community happens in a meaningful and consistent way, and that authentically engages families as essential partners by ensuring there are opportunities beyond the regular school day to meet and accommodate family schedules (e.g. before school, late evenings, weekends) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● All families in the school are empowered to participate as partners in every facet of the education and development of their students

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Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders recognize the need and make efforts to build and rebuild trust with families who experience inequities and bias <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School staff collaborate with student support specialists and family engagement coordinators to invite families that have experienced alienating experiences back to the school community. ● Restorative circles involving school staff and family members are used to help understand and alleviate grievances in a location that is considered neutral for all parties, and ensuring a translator is available if needed 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders and educators engage with families to disseminate information in multiple languages about their children’s educational rights and how the school and district operates including its mission, goals, and organizational structure <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Community dialogue sessions in different languages are held multiple times during the school year ● Print materials are available in multiple languages and audio/video is posted on the school website in multiple languages that are made available to families at the beginning of each school year, as well as provided to new families coming into the school at other times 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders, teachers, and staff solicit individual family and community voices to develop an appreciation for their cultural values and make efforts to rebuild trust with families who have felt alienated from the school because of an incident or experience <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Community dialogue sessions reflective of students’ cultures are held multiple times during the school year ● School leaders and family engagement coordinators make multiple efforts to connect with families that have experienced problems with the school to invite them back and make them feel safe and welcome in the school community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All staff share an understanding of implicit bias and its potential impact on creating positive, effective, and supportive interactions with families and community members, and school leaders ensure that families’ and community voices are valued and that their culture and family identity are honored <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Surveys, facilitated discussions, and focus groups indicate that 90 percent of students and families report feeling supported and respected by school staff ● An 80 percent increase in the number of community members who volunteer to serve in various capacities at the school

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Exemplifying Cultural Responsiveness	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school maintains clear signage that is welcoming to families, community members, and visitors in the main languages used by families and community members in the district. Whenever possible families are greeted in their home language when they come to the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Family-friendly signage in the school is posted in multiple languages, and translators are available to provide verbal communication with families ● Students help to communicate with family and community members, and act as ambassadors for the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders prioritize hiring staff who are bi-lingual and from diverse cultural backgrounds to create inclusive language and cultural connections with families and community members ● School Leaders connect family or community members interested in education jobs to educational opportunities <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● An increasing number of staff from diverse racial, ethnic, and cultural backgrounds make up the school community ● An increasing number of family members of students, former students, and local community members join the staff 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have implemented strategies to involve families that are tailored to meet individual family needs, and include flexibility in selecting meeting times and preferred means of contact, and ensuring availability of interpreters and translated materials (at group meetings as well) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Meeting schedules reflect a variety of locations, dates/times to provide flexibility ● Interpreters are available for all meetings and all materials are translated into multiple languages using family-friendly language ● Events at the school are well attended by a large number of diverse families 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school and district share responsibility with stakeholders from all neighborhoods and backgrounds to identify and break down barriers to community and family engagement related to the racial, ethnic, religious, ability, family structure, socioeconomic status, education level, gender/sexual orientation of families <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The School Improvement Plan documents efforts being used to promote culturally responsive teaching ● Stakeholder engagement surveys show that people are happy with the schools' efforts to be inclusive

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Reflecting and Adapting	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School staff and school leaders create systems to identify and address gaps in family engagement initiatives and to build strong connections with the faith-based, cultural, ethnic, and linguistic communities and neighborhoods in which its families reside <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The school improvement plan includes specific steps to ensure that parents/families are present and actively participate at all meetings related to their child’s wellbeing ● A variety of family-friendly programs and activities and take place in locations off-site in the neighborhoods and communities surrounding the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school establishes clear home-school partnerships that are flexible and responsive to the family’s needs and the student’s learning goals when online/digital or remote learning is necessary ● The school has a clear plan and builds capacity (professional development, hardware, software, internet access, etc.) to provide supports to students and families when it is necessary to provide all classes online <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Student records (e.g., personal learning plans, IEPs) ● School emergency plans, hybrid and/or online learning plans 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has put procedures in place and built time into the schedule to ensure that teacher-family communication occurs in the family language on a frequent and consistent basis, is designed to build positive relationships - not just share information, can accommodate a variety of families’ schedules, and includes translation services when appropriate <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Call logs, student records, and meeting notes show regular staff outreach and family participation ● Families report feeling connected and included in the life of the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school, families, and community members collaborate to establish school policies and procedures that support and promote families as advocates and active partners in decision-making at the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The school improvement team includes a permanent seat for parents and/or family members <u>and</u> community members from diverse cultures and languages providing opportunities to contribute their voice in decision-making

Implementation Level 3: Professional Learning School leaders, teachers, and staff engage in professional development and other targeted learning to improve school climate, culture, safety, and Social and Emotional Learning (SEL) based on the needs of all staff and students.

Guiding Questions: *What professional learning opportunities currently exist, and what is needed, for our staff to build a high-performing community of engaged learners? How will we solicit input from staff about their professional learning needs related to each indicator?*

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and supportive schools use professional learning opportunities to ensure that practices are focused on meeting the needs of all students.
 - Guiding Question: **What professional learning opportunities are necessary to build understanding and skill in teachers and staff to use an approach to teaching and learning that supports students' social and emotional growth?**
- ❖ **Deepen Understanding:** Safe and supportive schools utilize professional learning opportunities to continuously develop staff's skills.
 - Guiding Question: **What kinds of professional learning opportunities, driven by the interests and needs of staff, are needed for them to learn and grow?**
- ❖ **Advance Equity:** Safe and supportive schools provide professional learning for all staff to support anti-racist teaching, eliminate bias, and support all students with fairness and equity.
 - Guiding Question: **What sorts of high-quality professional learning experiences are needed for our school leaders and staff to address racism, implicit biases, and systemic inequalities in our school?**
- ❖ **Exemplify Cultural Responsiveness:** Safe and supportive schools use professional learning opportunities to build a culturally competent pedagogy to meet the diverse needs and interests of all students.
 - Guiding Question: **How will we assess staff's skills with cultural competency and provide ongoing, needs-based professional learning opportunities to ensure equitable outcomes for all students?**
- ❖ **Reflect and Adapt:** Safe and supportive schools continuously engage in ways to support staff, students, and community to adapt to new methods and practices.
 - Guiding Question: **How will we implement the targeted theories and practices explored during professional learning sessions? How will we sustain them over time to embed them into practice across the school?**

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Supporting All Students	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders survey staff to surface proficiency and gaps in practice current practice at the school, and explore a range of options identified as needed by staff to help them support using a whole-child approach of supporting the social, emotional, behavioral and academic needs of all students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff survey forms that identify their needs and interests to learn more about how to engage in Whole Child approaches ● A scoped and sequenced plan and schedule for targeted professional development is put in place along with an evaluation plan to determine effectiveness 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders provide all staff with the opportunity to participate in professional development to learn and build skill in whole-child approaches including Universal Design for Learning (UDL), Trauma-Informed Practice, use of Multi-Tiered Systems of Supports (MTSS), Culturally and Linguistically Sustaining Practices, Anti-Bias Teaching, and direct skill instruction including embedding Social and Emotional Learning (SEL) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Professional development sessions are attended by more than 90 percent of teachers/staff ● Classroom observations provide evidence of teachers using whole-child approaches to students’ academic, behavioral, social and emotional needs 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Most staff across the school are well-versed with using a variety of whole-child approaches and aid students’ academic, behavioral, social and emotional growth and development <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● An increase of at least 20 percent in student achievement and on-time graduation rates, and decreases of at least 20 percent in behavioral issues ● Students report feeling challenged and engaged in their classes 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All staff feel comfortable openly sharing examples of how they’ve taken proactive efforts to build authentic relationships with their students ● All staff have learned with and from students that challenging behavior can be an indicator of a student’s unmet need or not fully developed social-emotional skill, and/or a reaction to behavior because of staffs’ own implicit bias, and that a negative or punitive response to the behavior may only serve to distance the student from school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A measurable decrease in classroom referrals for behavioral issues ● 100 percent of students report feeling safe and supported to engage in social and academic challenges knowing that teachers and staff are there to support their growth

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Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders, qualified staff, or contracted vendors lead professional learning sessions designed for staff to deepen their understanding of the Essential Elements, and trauma informed practice <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Survey data shows that staff across the school understand why they're being asked to implement the Essential Elements and why trauma informed practice is important ● Classroom observations demonstrate that teachers implementing new strategies to support students who have experienced trauma and help them develop social and emotional skills 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders, qualified staff, or contracted vendors provide ongoing training and support for teachers to employ Universal Design for Learning (UDL), Trauma-Informed Practice, use of Multi-Tiered Systems of Supports (MTSS), Culturally and Linguistically Sustaining Practices, Anti-Bias Teaching, and direct skill instruction including embedding Social and Emotional Learning (SEL) techniques across their practice <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A scoped and sequenced plan and schedule for targeted professional development is put in place along with an evaluation plan to determine effectiveness ● Student progress reports show steady improvement and students say they feel more engaged and supported in their learning 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All staff have participated in targeted professional development offerings, and are engaging in cycles of reflective practice to try on new skills, identify gaps and challenges, and create plans to address them <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Classroom observations and evaluations show 95 percent of practices learned are being implemented across the school ● New professional development offerings are identified and implemented in response to needs identified during cycles of reflective practice 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school is an active learning community informed by students, families, colleagues, administrators, and the wider community, that engages in continuous cycles of reflective practice and improvement always seeking to strengthen the skills of teachers, staff, and administrators to provide excellent outcomes for students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The reputation of the school is known for being a supportive and high achieving community of learners is so great that it has very high staff retention rates, and is able to attract a diverse pool of top talent when recruiting for new staff

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Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders conduct an equity audit providing evidence of what sorts of inequities exist in the school, and develop plans to provide professional development to address inequities, and support staff to adopt practices that will impact them <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The report generated from the equity audit provides a roadmap for which PD offerings are needed to address shortcomings ● PD offerings needed to address equity shortcomings are scheduled for all staff 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders ensure that all staff engage in professional learning experiences that help them understand what opportunity and disciplinary disparities exist in the school, and learn new practices that address and prevent them <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff have received training and support to use restorative practices. Circles and other restorative interventions are used to address minor offenses leading to fewer in-school suspensions and improved teacher/student relations 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have implemented ongoing professional learning opportunities for all staff (including paraprofessionals, administrative, cafeteria workers, custodial and others) to address racism, implicit bias, and inequitable treatment of marginalized students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● 85 percent of all surveys given show increases in the quality and quantity of interactions between students and staff, and adults have a better understanding of their students' experiences both inside and outside of school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has a staff culture of learning and growth that ensures that 100 percent students has access to rigorous and varied curriculum, fair and equitable discipline practices, and ample supports to excel socially, emotionally, and academically as they progress through the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Students of all racial/ethnic, socio-economic, gender, and sexual orientation/identity groups report that they have more opportunity to participate in academic and non-academic activities that are challenging and culturally relevant ● Data show that proficiency gaps are consistently closing, and 100 percent students are experiencing steady growth and progress toward their goals

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Exemplifying Cultural Responsiveness	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders create a professional development strand focused on developing culturally and linguistically sustaining practices at the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers gain a better understanding of how childhood trauma affects behavior and ability to perform in classes resulting in fewer classroom referrals for minor behavioral incidents 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders reinforce commitment to culturally responsive practices through their yearly goals, and professional development offerings provide ongoing training by expert trainers in the field of cultural competency and developmentally appropriate teaching practices that is reflective of its' own unique context <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff trainings and professional development sessions on culturally responsive practices are mandatory and yield high attendance rates ● Students report feeling a shift in school culture to be more inclusive 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders fund and build in the schedule for ongoing, high quality, and job-embedded professional development programs on race, racism, implicit bias, school-induced trauma, culturally responsive teaching, dismantling racism and other equity-focused efforts <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● 90 percent of post-training surveys show that teachers and staff understand implicit biases, and can better distinguish between behavioral problems and cultural differences ● Staff members are implementing what is being learned by undertaking text inventory reviews to ensure the curriculum and materials they are using in their classes include diverse perspectives 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has adopted culturally and linguistically sustaining practices that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● 100 percent of students report that lesson plans teachers have developed include learning activities that are relevant to their cultural experiences and provide multiple and varied methods for delivery based on a knowledge of learning styles

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Reflecting and Adapting	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School and district leaders develop a plan, carve out the time, and target resources to provide ongoing professional development and support the evolving needs of teachers and staff <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The professional development calendar reflects school’s effort to create a cycle of continuous professional learning 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School staff members share the expertise they have developed with others in the school by leading work to create a sustainable cycle of professional learning focused on whole-child practices <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teacher team meeting agendas/notes demonstrate how they gather together learn about how to meet the academic and non-academic needs of students (e.g., SEL and behavioral health) ● Staff members report that they have the time needed to learn, and feel supported by one another try out new practices to become a more safe and supportive school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders routinely communicate with staff to understand their ongoing growth, and provide professional development that is tailored and differentiated to meet the needs of staff in different phases of their career and personal growth <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● 90 percent of teachers and staff report they feel supported to learn new skills and techniques to support students social, emotional, and behavioral needs 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has system of continuous support for a high-performing learning community where students, staff, and community members feel a sense of belonging, connected, safe and supported academically, physically, and emotionally and allows staff to learn and respond to the evolving needs of students and community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● 100 percent of staff members willingly engage in professional learning to continue their personal growth and development ● Improvements in both academic outcomes (grades, test scores, etc.) and behavioral data that continue to increase over time as evidenced in academic achievement and school climate data

Implementation Level 4: Access to Resources and Services Safe and supportive schools ensure that all students and families have access to culturally, linguistically, and developmentally appropriate supports, programs, and services made available in school, and through partnerships with external service providers that are integrated into the whole school learning environment. "Supports" include a wide range of things such as supportive relationships, access to food, access to stable housing, access to medical care, access to academic support, access to after school opportunities, as well as mental health services.

Guiding Question: What do we need to do to ensure that the resources, supports, and services necessary to create safer, more supportive schools are in place for all students, families, and staff to effectively meet the needs of the whole school community?

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and supportive schools use a systematic approach to review each student's strengths and needs, collaborate with families, and connect students with resources, relationships, and opportunities in school and in the surrounding community
 - Guiding Question: **How will we identify strengths, needs, gaps, and opportunities to provide targeted services and interventions that anticipate and meet the needs of all students, especially those in need of services that are culturally, linguistically, and developmentally appropriate?**
- ❖ **Deepening Understanding:** Safe and supportive schools explore the best ways to coordinate with school and community-based services needed to support all students, staff, and families
 - Guiding Question: **How can we ensure that access to supports and interventions shifts from being a matter of happenstance to a regular part of what our school offers to students, staff, and families?**
- ❖ **Advancing Equity:** Safe and supportive schools have policies and procedures to help all students access services when needed, and transition back to school or the classroom appropriately
 - Guiding Question: **What do we need to learn and know about students and resources available in our community to secure the interventions and services that will meet the needs of all students in our school?**
- ❖ **Exemplifying Cultural Responsiveness:** Safe and supportive schools ensure that all services provided are clinically, linguistically, developmentally, and culturally appropriate to support the needs of their students
 - Guiding Question: **How can we ensure that all school staff are utilizing relevant best practices grounded in anti-racism, cultural responsiveness, and Social and Emotional Learning (SEL) practices and to meet their unique clinical, linguistic, developmental, and cultural needs of students and families when making appropriate referrals and transitions?**
- ❖ **Reflect & Adapt:** Safe and supportive schools continuously evaluate the needs of people in the school and provide fully integrated supports both within and outside of school time to support the needs of students, staff, and families
 - Guiding Question: **How will we continuously evaluate the needs and provide integrated interventions and services that are adapted as needed to meet the needs of all the members of our school community - students, staff, and families?**

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Supporting All Students	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders and staff make concerted efforts to get to know every student in the building to better understand their academic, social, emotional, physical, and health needs ● Protocols are in place for staff members that identify a student who needs support make referrals to the appropriate supports and/or services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers and staff create a list of every student in the school, identify which adult in the building knows them, and plans are made to reach out to any student that does not have a personal relationship with a trusted adult ● All staff report that they have access to and understand how to make referrals to support students 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders ensure that appropriate universal screening is conducted responsibly to identify and create interventions for students who are at risk for poor learning outcomes or who have physical (including housing or food insecurity), mental or emotional health, and wellness concerns ● <u>Every</u> student’s IEP or 504 plan is tracked and carefully implemented across the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Data analysis reveals the holes in grade-level performance for sub-groups of students and the plans made to address them ● Child study teams meet consistently and have student and parent/guardian/advocate representation ● Frequent meetings with behavioral support staff and parents/families are held to ensure the student is receiving all the services laid out in the plan ● Students report they feel understood by their teachers and have the supports they need to be successful in school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders ensure that all students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from certified/licensed personnel ● The school serves as a resource for individual students and their families with referrals to appropriate resources and supports in school, online, and/or in the community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School records provide evidence that the school has an appropriate student-to-staff ratio to highly qualified counseling staff ● The school is building and has a plan to routinely review an up-to-date list of service providers and their contact information for services available both in and outside of school time 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school ensures that an appropriate array of services and interventions are available to meet the complex needs of individual students when needed that supports their physical, linguistic, social, emotional, and behavioral health and wellbeing ● The school actively seeks funding from grants or other means to secure funds for these services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The school has staff dedicated to matching resources and services provided by qualified providers (in-person or online) to the needs of students and families ● Students and families report that the school makes every effort possible to help them access services when needed ● The school has a well-established track record of securing grants and other funding for programs

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Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School counselors and other support specialists are actively involved in providing professional development offerings on topics identified as needed by staff, and are always available to help teachers and other staff with referring students for interventions and services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Professional development sessions on topics identified by student support specialists are well attended ● Teachers and staff members report that they know whom to contact for help with a referral 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders are implementing Principles of Effective Practice for Integrating Student Supports. They include: Whole School, Whole Child, Mindset, Confidentiality, Collaboration, Coordination, Access to Services, and Partnering with Families <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● There is an articulated plan spelling out specific steps to which the school has committed 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has established an interdisciplinary student support team which includes the student and is made up of counselors, nurses, psychologists, and others who provide necessary supports for students within school, and who manage external services for students who are identified as requiring additional supports <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The team shares their observations, suggestions, and perspectives on challenges, strengths, and strategies at regular meetings ● Records of IEPs, 504 plans, and contracts with external providers 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school goes beyond using only a case management approach to student and family supports, and includes a broader public health stance recognizing the need for support is not just limited to identified students, but to all students, staff, families, and the wider community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Strong ties exist between the school and external providers both online and in the wider community ● Students, staff, and families report having access to a wide variety of supports and services to meet academic and non-academic needs

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Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have used surveys, facilitated discussions, focus groups, and other methods to identify and map available community-based and online resources and services including an understanding of sources of funding, and have taken steps to expand access to external services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A copy of the resource mapping document is provided to every staff member, and portions of staff meetings are dedicated to sharing information about services available to support student needs ● A committee is charged with making connections with external service providers 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders implement policies, procedures, and protocols about communication with community-based service providers regarding individual students that are clear and used by all staff to maintain confidentiality for all students and families <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Data confidentiality agreements are in place with all external providers, and copies are provided for the family in their home language ● Memorandums of Understanding (MOUs) have been created with all service providers and protocols exist for helping students transition back to school from other placements ● School records provide data on the number and types of referrals to external service providers 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School policies and professional development describe how, when, and where to refer students and families (not limited to our most marginalized populations) for academic, social/emotional, physical, and mental health supports; and staff actively facilitate and follow through in supporting access to appropriate services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Policies and procedures that are built into the school and district improvement plan and built into the professional development series throughout the year ● Evidenced in the student, staff, and family resource handbook ● Team observations, suggestions, and perspectives on challenges, strengths, and strategies at regular meetings are used to make continuous improvement in the provision of services 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has created an extensive network of internal and external programs and supports that provide needed services for students, staff, and families while respecting all linguistic, racial, ethnic, cultural, gender, and sexual orientation identities <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Programs and services throughout the school are easily and confidentially access by 80-100 percent of staff, students, and families

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Exemplifying Cultural Responsiveness	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have identified community-based resources and supports to assist with linguistically and culturally sensitive communication <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School-to-home communications are translated into the native languages of non-English speaking families of students served by the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders use professional development opportunities, newsletters, presentations at faculty/staff meetings, and other means to ensure that school staff understand through a cultural lens some of the barriers to services for students and families, and take steps to address them <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A diverse array of family members report knowledge of and connection to the services available to them 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has established partnerships with a variety of community-based organizations and programs that provide services that are sensitive to the racial, cultural, and linguistic needs of students and families <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff indicate through surveys that they believe that a key piece of their work is to understand what the gaps and concerns are, and to work with providers both inside and outside of school to better serve students 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All students and staff can identify and advocate when they need resources that can support them ● All students and staff in need of additional resources and services, including but not limited to mental health services, from school or community-based or other providers have ready access to clinically, linguistically, developmentally, and culturally appropriate services <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School and community partner communications and records ● Evidenced in student and staff sign-ups and participation in relevant services and resources

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Reflecting and Adapting	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders communicate with teachers, staff, students, and families to identify what internal and external programs and services are needed to support ongoing staff and student learning and growth <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Survey results provide data about what services are utilized, and which are missing 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders share goals and common language related to safe and supportive schools with community partners to ensure aligned support for students’ social, emotional, and academic development <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● External programs and service providers meet to discuss, adopt and ensure consistent use of the same social and emotional learning standards that are used in the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has a developed and implemented ongoing needs assessments to identify and find ways to provide a wide array of programs and services to support student and staff needs both internally and within the wider community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School personnel and community providers maintain ongoing and regular communication about mutual goals, including student progress, respecting confidentiality where appropriate 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has moved away from ad hoc delivery of supports and services, and has built an integrated system to understand every individual student and family strengths and needs, develop individualized plans, and track service delivery and follow up for every student and family in the school <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Every student in the school has a personal learning plan that tracks their academic, social/emotional, behavioral and physical needs and progress

Implementation Lever 5: Teaching and Learning: Students improve their learning in classroom environments and school cultures that are safe and supportive, and that leverage diversity and culture to deepen learning.

Guiding Question: *What classroom strategies—both academic and non-academic—need to be in place to support implementation of each of the Essential Elements in the Indicators below?*

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and supportive schools are student centered with consistent expectations and include opportunities for students to develop and practice social and emotional learning skills.
 - Guiding Question: *What shifts in programs and supports do we need to provide in order for all students to have opportunities to develop and practice social and emotional skills and discourse, as well as see themselves represented in their curriculum?*
- ❖ **Deepen Understanding:** Safe and supportive schools support staff to use data, to use evidence based instructional approaches, and developmentally appropriate practices.
 - Guiding Question: *How do we assess that teachers and staff can use a variety of proven teaching and learning strategies that support high expectations in and out of the classroom?*
- ❖ **Advancing Equity:** Safe and supportive schools have high expectations and provide high support for all students, and implement programs, approaches, and strategies to meet the learning needs of all students.
 - Guiding Question: *How will we ensure that teachers and administrators are implementing evidence-based programs, approaches, and strategies like Universal Design for Learning, Sheltered Content Instruction for English Language Learners (SCI), Social and Emotional Learning (SEL), and using curricula that reflects the background and identities of diverse students in their classrooms?*
- ❖ **Exemplifying Cultural Responsiveness:** Safe and supportive schools create inclusive and caring classrooms and school culture that deepens and enriches students' social and emotional competencies.
 - Guiding Question: *What shifts in teaching styles, curriculum offerings and materials do we need to make to introduce culturally relevant teaching and respect for students' background and experiences across the school?*
- ❖ **Reflect & Adapt:** Safe and supportive schools aspire for all staff to learn, practice, and use evidence-based instructional and behavioral strategies.
 - Guiding Question: *What do we need to do to ensure that all staff are supported to continuously improve their knowledge, skill, and capacity to implement evidence-based instructional and behavioral strategies?*

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Supporting All Students	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders, student support specialists, and teachers coordinate to conduct assessments that identify opportunities to improve students’ feelings of safety and support for their academic and personal growth <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Common expectations and rules of conduct in all of the major languages spoken by students in the school are posted in classrooms, and throughout the hallways and public areas throughout the school ● Activities are structured in predictable and emotionally safe ways that enable students to participate fully both within the classroom and the wider school community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff receive an evidence-based social skills curriculum and professional development to provide instruction in Social and Emotional Learning (SEL) competencies providing students with opportunities to learn how to effectively interact with teachers and peers, and get along better with others on the playground and/or in public spaces <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Observations show that staff are providing direct instruction in SEL skill development ● Students report feeling better able to communicate and interact with others at school, and there are fewer negative incidents in public spaces (e.g. playground, cafeteria) 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers invite student voice and experience into every class by providing multiple and varied opportunities for small-group work, student presentations, service learning, and other ways for students to develop and demonstrate social and emotional competency <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Observations show that staff provided direct SEL embedded instruction ● Evidence of SEL embedded instruction is documented in daily lesson plans, learning targets and or daily objectives, etc. 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers and staff support students to develop skills in effective academic discourse and social interactions with others, how to plan for and follow through on assignments, and learn and practice regulation of emotions and modulation of behaviors <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Student surveys and VOCAL data provides evidence that all students report feeling connected to the classroom and remotely during distance learning, a sense of belonging in their school community, and have positive relationships with adults and peers ● Students are able to show and describe SEL learned practices without being prompted

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Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have adopted an evidence-based social skills curriculum and support teachers to embed it in classroom learning <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers report feeling better prepared to integrate teaching social skills into their routine ● Students are observed practicing improved social and emotional skills in class and throughout the school community ● Classroom libraries reflect the cultures of their students and local community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff are provided with professional development opportunities to learn how to integrate evidence-based instructional strategies such as Universal Design for Learning (UDL), Culturally Responsive Teaching, Sheltered Content Instruction for English Learners (SCI), and embedded Social and Emotional Learning (SEL) as part of their teaching methods <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A team of teachers pilot the use of Universal Design for Learning and plans are in place for expansion as more teachers are trained ● Observations show that teachers increasingly use MTSS strategies to provide additional academic and 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff use an array of approaches and evidence-based practices such as Universal Design for Learning (UDL), Multi-Tiered Systems of Supports (MTSS), Culturally Responsive Teaching, Sheltered Content Instruction for English Learners (SCI), and embedded Social and Emotional Learning (SEL) in classes across the curriculum to serve the needs of all students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Lesson plans in every discipline (e.g. English, math, science) integrate multiple ways of teaching and learning that are developmentally and culturally appropriate for their students ● Students regularly work in 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers and staff throughout the school embrace and use an integrated and well-calibrated system of culturally responsive practices along with academic, social, emotional, and behavioral supports and interventions <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Student grades, attendance, and behavior all improve and students report feeling more engaged and supported in their classes and throughout the school day ● VOCAL data and/or similar surveys completed by students provides evidence that all students are experiencing high levels of supports

		<p>behavioral supports and interventions for students</p> <ul style="list-style-type: none">● Classrooms have posted language objectives, sentence stems, and word walls	<p>cooperative groups on a variety of activities that allow them to grow academically, and socially</p> <ul style="list-style-type: none">● Teachers use small group technology (e.g., breakout groups in Zoom) to allow for small group work in remote/online classroom settings	
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Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff have prepared schedules of lessons, instructions, and planned activities which are clearly communicated and reviewed regularly <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● All students report knowing what the context and language expectations are and how to get help if they need it 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders and student support specialists regularly review data sources to identify and help staff to employ strategies to prevent the over-representation of groups of students, (e.g., black males in special education) by providing universal supports, implementing a culturally responsive and engaging curriculum and Tier 1 and Tier 2 supports and other applicable supports that do not require IEPs ● Teachers of English Language Learners receive Sheltered Content Instruction for English Learners (SCI) training and learn how to use the Collaboration Tool <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Records indicate a steady decline of students identified as in need of IEPs based on misidentification, and an increase in the use of MTSS 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers and staff communicate high expectations and high supports for all students which are consistent across the school community ● Teachers and staff embrace students' strengths through collaboratively creating lesson plans, which include content and language objectives, students' interests, goals, backgrounds, race, culture, ethnicity, past experiences, and opportunities to pursue their personal interests in advanced coursework, projects, and other personalized learning experiences are designed into the curriculum and schedule <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Lesson plans across academic disciplines reflect a rigorous scope and sequence which are aligned with MA Current Curriculum Frameworks standards for that grade level, and identify specific 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers and staff actively maintain and elevate the use of anti-racist policies and practices as well as cultural responsiveness in an ongoing cycle to improve learning outcomes for all students, with an emphasis on identifying students in need of additional supports for learning or behavior challenges, and to provide opportunities for advanced coursework and projects for their Black Indigenous Students of Color, Students of Color, Immigrant Students, English Language Learners and Students with Disabilities <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Grade-level teams meet bi-weekly to examine the data on their students' attendance, grades, and behavior to identify which students are excelling and those who are progressing as expected, as well as those

	<p>strategies to engage and support students who have academic or behavioral skill gaps</p> <ul style="list-style-type: none">• The whole school uses the same definition and ways to identify and apply rigor• Benchmark data for English Learners indicate that an increased percentage of English learners are meeting their targets.	<p>accompanying supports available to help students who are struggling to keep pace</p> <ul style="list-style-type: none">• There are many exhibitions of hands-on student work and other public presentations tied to interest-based projects	<p>who are struggling in order to target interventions and supports</p> <ul style="list-style-type: none">• Content-level teams meet bi-weekly to examine the data on their students' academic performance in an effort to ensure all students are mastering the• Teams use a cycle of inquiry to assess student work to identify needs
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Exemplifying Cultural Responsiveness	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers and staff plan for how to create an inclusive and caring classroom and school culture that deepens and enriches students’ social and emotional competencies <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Classroom teachers begin the school year and/or semester with building class norms and agreements with students 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers study and begin to build Culturally and Linguistically Sustaining Practices throughout the school. One step is as a result of a text inventory review, students see their race, cultural background and/or identity reflected in people and examples included in their textbooks and/or class materials <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Revised reading and textbook lists developed as a result of the text inventory review ● Curriculum review and/or reading lists for classes, artwork on classroom walls and school hallways ● An anti-biased student reported survey has been chosen or created to assess students' perspective and perceptions on their learning, the school culture, adult/student interactions, feelings of belonging 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers receive ongoing support to create lessons and classroom activities to use cultural scaffolding – that is, students’ cultures and lived experiences – to expand their intellectual horizons and academic achievement <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers routinely use Culturally Responsive Instruction Observation Protocol (CRIOP) to identify and review culturally responsive teaching practices ● Students report feeling that teachers understand and respect their background and past experiences ● Curriculum across the school is reflective of multiple perspectives ● Teachers effectively use the skills and strategies from the SEI Endorsement course 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers across the school are conscious of the power of curricula (formal, symbolic, media/societal) as an instrument of teaching and use it to help convey important information, values, and actions about ethnic and cultural diversity <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Classroom observations reveal teachers using guided discussions, collaborative discourse, and cooperative learning groups to respectfully explore current events, practices, laws, protests that are relevant to black, indigenous, and/or people of color
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		<i>activities with the intended outcome of:</i>		
	☐	☐	☐	☐
Reflecting and Adapting	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers begin to learn and begin to implement strategies designed to create an inclusive and caring classroom and school culture that deepens and enriches students’ social and emotional competencies <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers stand in the doorway as students are entering to greet them by name and welcome them to class 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All staff have participated in learning experiences to understand the role that trauma plays in learning and behavioral difficulties, and have begun to implement trauma-informed practices to support students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Student surveys indicate that they feel their teachers and other staff in the school understand and care about them as people 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● All teachers have been trained to use a variety of instructional and behavioral strategies to help students gain academic and behavioral competency <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The data shows that an increasing number of teachers use culturally responsive, anti-racist, and restorative practices and interventions instead of punitive measures to handle minor behavioral infractions 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Teachers across the school use holistic and integrated learning approaches including cognitive, physical, cultural, anti-racist, and emotional supports for all learners to create dynamic and challenging learning environments <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Schoolwide trend data show there are higher levels of student engagement, fewer behavioral incidents, and tighter connections between students, staff, and the wider school community

Implementation Lever 6: Policies and Procedures Safe and supportive schools have policies, procedures and protocols that are student-centered, equitable and unbiased.

Guiding Question: What policies and procedures must be addressed to create a safe and supportive school with a welcoming and inclusive environment for all students, staff, and families?

INDICATORS (Essential Elements)

- ❖ **Supporting All Students:** Safe and supportive schools establish policies and procedures that are student centered.

- Guiding Question: ***How can we be certain that policies and procedures are student-centered, anti-racist/anti-biased and allows students and families to have a voice in developing and implementing them?***
- ❖ **Deepen Understanding:** Safe and supportive schools engage in study, discussions, and develop staff learning experiences that integrate positive behavioral supports in policies and procedures related to behavior, bullying prevention, and intervention that are free of racial, LGBTQIA, gender, disability, ethnicity and religious/non-religious biases.
 - Guiding Question: ***How can we best support staff in mastering implementation of processes and procedures for positive behavioral expectations and practices that support students?***
- ❖ **Advancing Equity:** Safe and supportive schools develop and implement policies and procedures that are equitable and unbiased.
 - Guiding Question: ***How can we ensue that fairness and racial equity are at the heart of all policies and procedures guiding everything from rules for homework, field trips, and the use of common spaces, to policies guiding recruitment and staffing, attendance, behavior, discipline, and student supports and developed for our school with input from staff, students, families, and community?***
- ❖ **Exemplifying Cultural Responsiveness:** Safe and supportive schools establish and implement policies and procedures with an anti-racist, culturally responsive stance to support students, staff, families, and the wider community.
 - Guiding Question: ***How will we re-evaluate current policies and procedures to build a culturally responsive school community that supports and anticipates the needs of students, staff, families, and community?***
- ❖ **Reflect & Adapt:** Safe and supportive schools use fair and equitable policies and procedures to support staff, students, and families to build strong and positive relationships.
 - Guiding Question: ***How do we assess new policies/procedures developed in our school to help staff to eliminate racial bias, fully integrate trauma informed practice, help students build and practice social and emotional skills, and support students with positive behavioral supports?***

Beginning	Developing	Practicing	Excelling
The school has begun planning for the implementation of complex activities and/or begun implementing more simple activities (limited barriers) with the intended outcome of:	The school has moved towards finalizing plans for the implementation of complex activities and/or completed initial implementation of more simple activities with the intended outcome of:	The school has begun implementing completed plans for complex activities and/or has begun reflecting on previously implemented activities with the intended outcome of:	The school community has fully implemented its original plans with clearly outlined steps for reflection, continuous inquiry, and continuous improvement with the intended outcome of:

Supporting All Students	□	□	□	□
	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have a clear and transparent method for evaluating policies on how well they prioritize the needs of all students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Student surveys report feeling safer and more connected to the school 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders, teachers, staff, and students have collaborated on expected rules of conduct in public spaces (e.g., hallways, cafeteria) that build respect and allow for safe and orderly transitions ● School leaders, teachers, and staff are committed to be allies and create Safe Spaces for all LGBTQIA students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Colorful signs in the cafeteria spell out procedures and group expectations, and students move through the lines quickly and clean up after themselves ● The school has an active LGBTQIA alliance, and students report feeling safe and supported in the school community 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders implement anti-racist/anti-biased discipline policies based on best practices that include a progressive continuum that focuses first on prevention and skill building for all students and moves slowly to disciplinary action only as a last resort (unless the situation is resulting in a need for emergency removal e.g., related to self-harm or imminent danger towards others) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The student and family handbooks and student code of conduct reflect use of positive behavior supports and use restorative practices as the primary means to impose discipline 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● District and school policies are designed to support students' connections and belonging to the school community and foster positive relationships among students, teachers, staff, families, and the wider community ● The district and school create and maintain anti-racist and anti-biased policies are current, relevant, and designed to support the diverse student population and their needs as identified by district/school data <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Students and their families participated in the creation of the Code of Conduct and other rules and policies of the school, and report they feel fair and equitable

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		<i>activities with the intended outcome of:</i>		
	□	□	□	□
Deepening Understanding	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The Project Team utilizes a protocol to examine existing policies and procedures on school safety, discipline, and student supports to identify areas that are successful for students, and target those that need revision to fall in line with safe and supportive school practices <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● The action plan identifies specific policies and procedures in need of revision and a plan to revise and improve them 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders have implemented policies, procedures, and protocols to prevent bullying, and have trained staff to use best practices that support effective bullying prevention and intervention ● School leaders have implemented anti-bullying policies that are agreed on and understood by the entire school community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Staff have received training in using restorative questions to determine the motivation for bullying, help the target express their feelings about the situation, and help the aggressor understand and accept responsibility for their actions ● Posters in school hallways, cafeteria, and other public spaces clearly define the community stance on bullying 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Staff across the school have reviewed school policies on behavioral expectations and have agreed to and use common language, practices, and procedures to address student issues <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Teachers support the school-wide behavior system from a positive lens and ensure that students are rewarded/receive incentives for following school-wide behavior expectations 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school has instituted discipline policies that are anti-racist/anti-biased, and based on the understanding that a restorative rather than a punitive approach to discipline helps students maintain their connection to the school, and build positive engaged future citizens <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A review of behavioral records shows that students involved in restorative interventions are demonstrating better behavior and improved connections to school ● A model system for recording students' behaviors is available and staff all relevant staff has been trained in its usage ● This system has been shared with students and families and their input is considered on an ongoing basis to ensure its relevance of current application

	Beginning	Developing	Practicing	Excelling
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	<i>implementing more simple activities (limited barriers) with the intended outcome of:</i>	<i>activities and/or completed initial implementation of more simple activities with the intended outcome of:</i>	<i>begun reflecting on previously implemented activities with the intended outcome of:</i>	<i>reflection, continuous inquiry, and continuous improvement with the intended outcome of:</i>
	□	□	□	□
Advancing Equity	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The Project Team reviews policies and procedures guiding homework, field trips, and use of common areas like hallways and cafeteria spaces to ensure they are fair and equitable, and are communicated in ways that are easy for all to access <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Signage in hallways and the cafeteria helps to direct traffic, and spells out the expectations for passing periods and using the cafeteria ● Homework expectations are posted prominently in all classrooms and reviewed by teachers and students regularly ● Rules for field trips and other activities are shared with students and families multiple times during the school year 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The principal handles instances of student misconduct with an individualized approach to re-engage the student in learning and avoid using long-term suspension from school as a consequence until all alternatives have been tried and exhausted (unless the situation is resulting in a need for emergency removal e.g., related to self-harm or imminent danger towards others) <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● A review of disciplinary records shows that alternatives to suspension were used in a high percentage of disciplinary referrals ● Students involved in disciplinary incidents report that the principal offered opportunities to make amends or other accountable consequences instead of suspension 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● Members of the school community including leaders, staff, students, and families regularly review policies, procedures, and protocols to ensure that they are anti-racist/anti-biased, are having the intended effect, are being utilized fairly and equitably across the school, and do not marginalize or have a negative effect on subpopulations of students <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Data on disciplinary referrals that is disaggregated by subgroup and teacher show positive trends ● Students report they feel that policies and rules are evolving to be less punitive and allow them to learn from their mistakes 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School policies promote holistic approaches to students, including an understanding of the impact of implementing anti-racist and culturally responsive practices, and the factors or unmet needs that may underlie students’ behavioral challenges (e.g., trauma, disability, etc.) and support unbiased norms and values that provide clear expectations for how members of the school community – students and adults – interact with each other <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Observations show that adults across the school community model a trauma-informed approach using social and emotional skills in their interactions with students and other adults

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	☐	☐	☐	☐
Exemplifying Cultural Responsiveness	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> The Project Team conducts a review of current policies to identify and recommend changes to any policy or procedure that is racist, or is not culturally responsive informed by multiple perspectives, including racial/ethnic, gender, cultural and/or sexual orientation <p>Potential Evidence:</p> <ul style="list-style-type: none"> Students and families report that school policies are feel fair and responsive to their needs and cultural values 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> The school has policies on teacher recruitment and retention in place to a support diverse workforce (i.e., racial/ethnic, and other types of diversity), including partnering with local colleges and universities with schools of education, and creating job fairs, webinars, and other opportunities for educators of color to promote open positions <p>Potential Evidence:</p> <ul style="list-style-type: none"> An increasing number of the people from diverse races and cultures join and remain on the staff 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> District and school leaders invite diversity in opinions, encourage action on important social issues and engage students, staff, families, and the wider community in anti-racism and social justice efforts <p>Potential Evidence:</p> <ul style="list-style-type: none"> Students and teachers report feeling safe and empowered to discuss and participate in addressing controversial subjects and social justice issues Speakers from a diverse array of perspectives are invited to present at school events 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> School leaders are committed to embedding culturally and linguistically sustaining practices into all aspects of school life including staff recruitment/retention, curriculum, disciplinary policies, and family engagement strategies to support student success <p>Potential Evidence:</p> <ul style="list-style-type: none"> Students and families report that the school community engenders safety and respect for their race, culture, religious beliefs, and/or sexual orientation/gender identity

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	□	□	□	□
Reflecting and Adapting	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School Leaders together with teachers decide on how to enforce basic school rules uniformly, and communicate them clearly so that students experience fair and consistent use of school rules <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● For example, an analysis of the records on infractions for using cell phones shows that students were treated equitably across all genders, races/ethnicity and in all classrooms 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders review existing policies to identify gaps, and enact clear policies and procedures in place that address how to respond to individual student safety concerns, such as suspected abuse and neglect, family safety when there is domestic violence, and when there may be harassment <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Referral forms, follow-up plans, and other mandatory paperwork provide evidence that policies and procedures were executed 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● School leaders evaluate and reflect upon existing policies and procedures and changes recommended by the project team to ensure they meet targets for being equitable, fair, safe, and supportive and teachers, students, and families were included in the review and revision process <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● Students and family members are included on the schools' disciplinary committee and have a say in how schoolwide rules are developed and implemented ● Teachers and students engage in developing class norms and agreements that are posted in every classroom 	<p>Intended Measurable Outcome:</p> <ul style="list-style-type: none"> ● The school community (leaders, teachers, staff, and families) work together to continuously improve and change practices, procedures, and policies in response to the needs of students, families, and the wider community <p>Potential Evidence:</p> <ul style="list-style-type: none"> ● School Leaders invite staff, students, and families conduct a bi-annual review of all disciplinary policies to ensure they're based on the best-practices in the field of progressive discipline

Glossary of Operational Definitions

Term	Definition	Primary Source	Additional Resource(s)
21st Century Skills	<p>21st century skills are a broad set of knowledge, skills, work habits, and character traits that are critically important to success in today’s world, particularly in college, careers, and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	<p>Education Surge Article https://www.edsurge.com/news/2019-01-22-its-2019-so-why-do-21st-century-skills-still-matter</p>
Academic Support	<p>Academic support refers to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school. The terms <i>support</i> or <i>supports</i> may also be used in reference to any number of academic-support strategies.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
Action Plan	<p>An action plan is created to organize a district or school improvement effort. It may take the form of an internal school document or be shared on a website that can be viewed publicly. SaSS action plans should be reviewed and revised periodically to review progress made goals over the course of specific period of time. Most SaSS action plans are for at least one year, but multiyear action plans are common.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
Anti-Bias Curriculum/Anti-Bias Teaching	<p>Anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of <i>respecting and embracing differences and acting against bias and unfairness</i>. Anti-bias teaching requires critical thinking and problem solving by both children and adults. The overarching goal is creating a climate of positive self and group identity development, through which every child will achieve her or his fullest potential.</p>	<p>https://www.teachforchange.org/educator-resources/anti-bias-education</p>	<p>https://www.learninforjustice.org/magazine/publications/critical-practices-for-antibias-education</p>

<p>Assessment</p>	<p>Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. While assessments are often equated with traditional tests—especially the standardized tests administered to large populations of students—educators use a diverse array of assessment tools and methods to measure everything from a four-year-old’s readiness for kindergarten to a twelfth-grade student’s comprehension of advanced physics. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>At-Risk Students</p>	<p>The term at-risk is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term may be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students. While educators often use the term <i>at-risk</i> to refer to general populations or categories of students, they may also apply the term to individual students who have raised concerns—based on specific behaviors observed over time—that indicate they are more likely to fail or drop out.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Backward Design</p>	<p>Backward Design, also called backward planning or backward mapping, is a process used to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. It is also used as a method by teams planning large-scale reform efforts that allow them to identify the intended outcome, then map out what strategies, programs, and activities must be put in place in order to achieve it.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Benchmarks</p>	<p>A benchmark is something that serves as a standard by which other things may be measured or judged.</p>	<p>https://www.merriam-</p>	

		webster.com/dictionary/benchmark	
Best Practices	Best Practices in education are a wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviors. This umbrella term encompasses the following categories that differ on the level of evidence supporting desired student or institutional outcomes: promising, validated, and exemplary.	https://www.researchgate.net/publication/334454764_What_is_a_Best_Education_Practice	
BIPOC	Acronym for Black, Indigenous, People of Color	https://www.thebipocproject.org/	
Bullying	Bullying is defined in Massachusetts law as the repeated use by one or more students [aggressor(s)] of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of requirements related to this law, bullying shall include cyber-bullying. Beyond the legal and technical descriptions, bullying has deep impacts and most students experience it in some form either within the school or outside of it.	https://www.doe.mass.edu/sfs/bullying/#8	

<p>Capacity/Building Capacity</p>	<p>Educators typically use the term capacity in reference to the perceived abilities, skills, and expertise of school leaders, teachers, faculties, and staffs—most commonly when describing the “capacity” of an individual or school to execute or accomplish something specific, such as leading a school-improvement effort or teaching more effectively. The term may also encompass the quality of adaptation—the ability of a school or educator to grow, progress, or improve. Common variations include <i>educator capacity</i>, <i>leadership capacity</i>, <i>school capacity</i>, and <i>teacher capacity</i>, among others. The phrase “building capacity”—a widely used bit of education jargon—refers to any effort being made to improve the abilities, skills, and expertise of educators. If the purpose is to reduce a school’s reliance on outside contractors or services, for example, educators may say they want to “build internal capacity.”</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Childhood Trauma</p>	<p>Trauma is a physiological and psychological response to any deeply upsetting or threatening situation. These situations can range from child abuse or neglect to a serious car wreck. Ongoing adversity such as discrimination, bullying, poverty, or community violence can also cause trauma. Most children will recover from a traumatic event after a few weeks or months. But repeated trauma or chronic adversity can cause more long-term issues. A traumatized brain has practiced responding to danger. This puts the brain on high alert, looking for the next threat. This is called hypervigilance. It can cause students to overreact to seemingly neutral interactions, like a teacher asking them to turn in a homework assignment.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Codify</p>	<p>To codify is to organize or arrange an initiative systemically. In education we aim to codify our efforts as reforms or changes are put into place and become a permanent part of the way things are done at the school.</p>	<p>https://www.merriam-webster.com/dictionary/codify</p>	

<p>Continuous Improvement</p>	<p>In education, the term continuous improvement refers to any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it’s something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of small, incremental changes are occurring daily and in ways that cumulatively, over time, affect multiple dimensions of a school or school system.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Cultural Responsiveness</p>	<p>Cultural responsiveness is an approach to viewing culture and identity as assets, including students' race, ethnicity, or linguistic assets, among other characteristics. Cultural responsiveness is essential for all students in the classroom, regardless of their background, culture, or identity. Educators should promote a school and classroom environment that is not only respectful of all cultures, but one that leverages student culture to improve and deepen learning.</p>	<p>https://www.doe.mass.edu/instruction/crdw/cr-definition.docx</p>	<p>https://www.doe.mass.edu/instruction/crdw/</p>
<p>Culturally Responsive Teaching (AKA Culturally Responsive Practice)</p>	<p>Culturally Responsive Teaching refers to education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, “culture” is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and “exceptionality”—a term applied to students with specialized needs or disabilities.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	<p>https://www.doe.mass.edu/instruction/crdw/</p>

<p>Curriculum</p>	<p>The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, <i>curriculum</i> is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher’s curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Cycle of Inquiry (AKA Cycle of Continuous Inquiry)</p>	<p>A simple cycle of inquiry (or continuous inquiry) commonly have four phases: analyze evidence, determine a focus, implement and support, and analyze impact.</p>	<p>https://blog.k-12leadership.org/instructional-leadership-in-action/4-steps-of-inquiry-that-help-principals-improve-instruction</p>	<p>https://ies.ed.gov/nc/ee/edlabs/regions/west/relwestFiles/pdf/REL-West-4-2-3-4-Literacy-Improvement-Partnership-Inquiry-Cycles-Infographics-508.pdf</p>
<p>Cycle of Reflective Practice</p>	<p>A cycle of reflective practice is used by educators to learn about a new practice (e.g., Social and Emotional Learning), implement it in the classroom, collect data, reflect upon how it worked (or did not work as intended), and adjust as needed to be effective. Cycles or reflective practice are commonly used within Professional Learning Communities (PLCs).</p>	<p>https://sedl.org/txcc/resources/working_systemically/ptlc-intro.pdf</p>	

<p>Discipline Disparity</p>	<p>Discipline disparities refer to instances when students who belong to specific demographic groups (e.g., race/ethnicity, sex, disability status) are subjected to particular disciplinary actions disproportionately—at a greater rate than students who belong to other demographic groups (e.g., Black males are more likely to be suspended or expelled from school than White and Asian males). Discipline disparities also refer to differences in the type of disciplinary action taken against a student. Research has demonstrated that students who belong to specific demographic groups are more likely to face harsh (e.g., corporal punishment) or exclusionary (e.g., out-of-school-suspension) discipline compared to students who belong to other demographic groups even when committing similar offenses and/or exhibiting minor (e.g., coming to school out of dress code) or subjective behaviors (e.g., talking back).</p>	<p>https://supportiveschooldiscipline.org/discipline-disparities</p>	<p>https://www.doe.mass.edu/sfs/discipline/?section=view-all</p>
<p>Disaggregated Data</p>	<p>Disaggregated data refers to numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data —i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) broken down in component parts or smaller units of data. For example, information about whether individual students graduated from high school can be compiled and summarized into a single graduation rate for a school or a graduating class, and annual graduation rates for individual schools can then be aggregated into graduation rates for districts, states, and countries. Graduation rates can then be <i>disaggregated</i> to show, for example, the percentage of male and female students, or white and non-white students, who graduated. Generally speaking, data is disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in standardized test scores or enrollment patterns across different categories of students, for example.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>Dropout Prevention</p>	<p>Dropout prevention programs provide at-risk students with specific supports such as mentoring, counseling, vocational or social-emotional skills training, college preparation, supplemental academic services, or case management. MA DESE has a host of programs and resources available to assist with dropout prevention, intervention, and recovery.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	<p><u>DESE Dropout Reduction: Prevention, Intervention and Recovery</u> https://www.doe.mass.edu/dropout/overview.html</p>
<p>English Learners (ELs)</p>	<p>English learners, or ELs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. MA DESE has resources available to assist with English Learners.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	<p><u>DESE English Learner Resources</u> https://www.doe.mass.edu/ele/</p>
<p>Essential Elements</p>	<p>The Essential Elements of a Safe and Supportive School are at the heart of the Safe and Supportive Schools Framework and Self-Reflection Tool. They include the following: Supporting All Students; Deepen Understanding; Advance Equity; Exemplify Cultural Responsiveness; and Reflect and Adapt. These evidence-based best practices undergird the entire Framework.</p>	<p>DESE Safe and Supportive Schools Framework: http://www.sassma.org/essentialelements.asp</p>	
<p>Evidence-Based</p>	<p>A widely used adjective in education, evidence-based refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are <i>evidence-based decisions</i>, <i>evidence-based school improvement</i>, and <i>evidence-based instruction</i>. The related modifiers <i>data-based</i>, <i>research-based</i>, and <i>scientifically based</i> are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>Equity</p>	<p>In education, the term equity refers to the principle of <i>fairness</i>. While it is often used interchangeably with the related principle of <i>equality</i>, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Implementation Levers</p>	<p>There are six defined Implementation Levers meant to organize the planning, implementation, and continuous improvement of initiatives, activities, and other work associated with a school’s implementation of the Safe and Supportive Schools Framework. The Levers are: <i>Leadership and Culture</i>; <i>Family Engagement</i>; <i>Professional Learning Opportunities</i>; <i>Access to Resources and Services</i>; <i>Teaching and Learning</i>; and <i>Policies and Procedures</i>. Together the Levers and Indicators create a rubric that school teams can use to gauge their progress in each area while making and evaluating plans.</p>	<p>DESE Safe and Supportive Schools Framework: http://www.sassma.org/levers.asp</p>	
<p>Indicators</p>	<p>There are five Indicators designed to further organize the work within and across each Lever. The Indicators are based on the Essential Elements of a Safe and Supportive School. They are used to help schools intentionally address each Element during self-reflection, planning, implementation, continuous improvement, and progress monitoring. The five Indicators are: Support All Students; Deepen Understanding; Advance Equity; Exemplify Cultural Responsiveness; and Reflect & Adapt. Together the Levers and Indicators create a rubric that school teams can use to gauge their progress in each area while making and evaluating plans.</p>	<p>DESE Safe and Supportive Schools Framework: https://www.doe.mass.edu/sfs/safety/</p>	

<p>Implicit Bias</p>	<p>Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term “implicit bias” to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.</p>	<p>https://perception.org/research/implicit-bias/</p>	
<p>Inclusive Practice</p>	<p>Inclusive practice is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about ensuring that children and young people, whatever their background or situation, are able to participate fully in all aspects of the life of the school. Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which students feel equally valued.</p>	<p>Cornell Center for Teaching Innovation: https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/inclusive-teaching-strategies</p>	<p>DESE Guidebook to Inclusive Practices https://www.doe.mass.edu/eeval/guidebook/</p>
<p>Inquiry-Based</p>	<p>Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios and allowing learners to explore various aspects of it to find a solution. It contrasts with traditional learning, which generally relies on an "expert" presenting facts and their own knowledge about the subject, and learners being passive receivers of knowledge.</p>		
<p>Leadership Team</p>	<p>A leadership team is typically a group of administrators, teachers, and other staff members who make important governance decisions in a school and/or who lead and coordinate school-improvement initiatives. While most leadership teams are composed of on-staff administrators and educators, the specific composition of a team can vary widely from school to school, and the teams may also include student, parent, and community representatives—a variation that is often called a <i>school-improvement committee</i> or <i>school-improvement council</i>, among other terms. Participants may volunteer for a leadership team, or they may be recruited by administrators. Educators may also receive a stipend for taking on leadership-team responsibilities, especially if the school has received a grant to fund the positions, but it can be just as common for educators to volunteer their time. Not all schools have leadership teams.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>Learning Environment</p>	<p>A learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning—e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a “learning environment.”</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Learning Standards</p>	<p>Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. The Massachusetts Curriculum Frameworks provide teachers, students and families with clear and shared expectations for what all students should know and be able to do at the end of each year. They represent a promise of equitable education for all students. They formalize the expectation that all students in the Commonwealth have access to the same academic content, regardless of their zip code, background, or abilities.</p>	<p>The Massachusetts Curriculum Frameworks: https://www.doe.mass.edu/frameworks/current.html</p>	
<p>LGBTQ</p>	<p>Acronym for people who identify as lesbian, gay, bisexual, transgender, and questioning. The acronyms LGBTQIA and LGBTQIA+ are also often used.</p>	<p>Safe Schools for LGBTQ Students says " Lesbian, Gay, Bisexual, Transgender, Queer and Questioning"</p>	<p>GLAAD Resource Guide: https://www.glaad.org/reference/lgbtq</p>

<p>Mission and Vision,</p>	<p>A mission statement, or simply a <i>mission</i>, is a public declaration that schools or other educational organizations use to describe their founding purpose and major organizational commitments—i.e., what they do and why they do it. A mission statement may describe a school’s day-to-day operational objectives, its instructional values, or its public commitments to its students and community. A vision statement, or simply a <i>vision</i>, is a public declaration that schools or other educational organizations use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission. A vision statement may describe a school’s loftiest ideals, its core organizational values, its long-term objectives, or what it hopes its students will learn or be capable of doing after graduating.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Multi-Tiered System of Support (MTSS)</p>	<p>A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.</p>	<p>https://www.doe.mass.edu/sfss/mtss/</p>	
<p>Opportunity Gap</p>	<p>The term opportunity gap refers to the fact that the arbitrary circumstances in which people are born—such as their race, ethnicity, ZIP code, and socioeconomic status—determine their opportunities in life, rather than all people having the chance to achieve to the best of their potential. "Opportunity gap" draws attention to the conditions and obstacles that young students face throughout their educational careers. It therefore accurately places responsibility on an inequitable system that is not providing the opportunities for all kids to thrive and succeed."</p>	<p>Schott Foundation Opportunity Gap Talking Points http://schottfoundation.org/issues/opportunity-gap/talking-points</p>	

<p>Phases</p>	<p>The Five Phase process outlined in the Framework Implementation Guide helps teams to continuously reflect upon the Essential Elements during planning and implementation using a comprehensive five-phase approach. Phase 1: Building a foundation and strengthening readiness; Phase 2: Reflecting on the current state and identifying priorities; Phase 3: Action planning; Phase 4: Implementation; and Phase 5: Developing a cycle of reflection and continuous improvement. The five-phase process supports a locally run approach for school teams to lead the entire staff to develop a deeper awareness of the qualities of a safe and supportive school, and the need to make their own school safer and more supportive.</p>	<p>DESE Safe and Supportive Schools Framework: http://www.sassma.org/</p>	
<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Positive behavioral interventions and supports (PBIS) is a framework for organizing the implementation of evidence-based practices across a multi-tiered support system. PBIS focuses on making improvements in the school or classroom environment to ensure students will successfully meet social, behavioral, and academic standards.</p>	<p>https://www.doe.mass.edu/eval/guide/book/pbis.pdf#search=%22PBIS%22</p>	
<p>Professional Development</p>	<p>The term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring to.</p>	<p>DESE Professional Development Standards: https://www.doe.mass.edu/pd/standards.html</p>	
<p>Professional Learning Community</p>	<p>A Professional learning community (PLC) is an ongoing process in which teams of educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</p>	<p>SEDL – The Professional Teaching and Learning Cycle: An Introduction https://sedl.org/txcc/resources/working_systemically/ptlc-intro.pdf</p>	

<p>SaSS Framework</p>	<p>The Safe and Supportive Schools Framework (SaSS Framework) was first created as the Behavioral Health and Public Schools Framework and Tool through legislation enacted by the Massachusetts State Legislature in 2008 and has been updated several times including the most recent version that can be found at this link. Safe and supportive schools integrate services and initiatives including social and emotional learning, bullying prevention, trauma sensitivity, racial and ethnic equity, cultural responsiveness, safety and support for LGBTQ youth, dropout prevention, truancy reduction, systems that support students' behavioral and mental health needs, foster care and homeless youth education, inclusive practices for all students including students with disabilities, and using positive behavioral approaches that reduce suspensions and expulsions.</p>	<p>DESE Safe and Supportive Schools Framework: http://sassma.org/</p>	
<p>SaSS Self-Reflection Tool</p>	<p>The SaSS Self-Reflection Tool is aligned to the rubrics within the Implementation Levers and can be used by teams to assess their capacity to create and sustain safe and supportive schools. There are two parts to the Self-Reflection Tool. The first is a Preliminary Self-Reflection for teams to use during Phase 1 to explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist. This can help the planning team surface any immediate concerns and identify entry points for the next steps in the work. The second part of the Self-Reflection Tool is a much deeper dive. During Phase 2, the planning team works together using the Deep Dive Self-Reflection to identify areas where additional school-based action, efforts, guidance, and support are needed to create, expand upon, and maintain safe and supportive schools; and to create action and implementation plans to address the areas of need identified by the assessment.</p>	<p>DESE Safe and Supportive Schools Framework: http://sassma.org/</p>	
<p>Scaffolding</p>	<p>Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>School Climate</p>	<p>School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes: Norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment.</p>	<p>National School Climate Center: https://www.schoolclimate.org/school-climate</p>	
<p>School Coach/Consultant</p>	<p>A school coach—sometimes called a <i>school-improvement coach</i>—is typically an individual hired to advise a school on how to improve its academic program, instructional effectiveness, and student performance. While a school coach acts much like a consultant, the use of the term “coach” is usually intentional—i.e., it’s meant to distinguish the school coach’s role from those of other professional educational consultants.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>School Community</p>	<p>School community refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a public school and its community—i.e., the neighborhoods and municipalities served by the school. In many contexts, the term encompasses the school administrators, teachers, and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school’s success, such as school-board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, “booster clubs,” charitable foundations, and volunteer school-improvement committees (to name just a few). In other settings, however, educators may use the term when referring, more specifically, to the sense of “community” experienced by those working, teaching, and learning in a school—i.e., the administrators, faculty, staff, and students. In this case, educators may also be actively working to improve the culture of a school, strengthen relationships between teachers and students, and foster feelings of inclusion, caring, shared purpose, and collective investment. The term school community also implicitly recognizes the social and emotional attachments that community members may have to a school, whether those attachments are familial (the parents and relatives of students, for example), experiential (alumni and alumnae), professional (those who work in and derive an income from the school), civic (those who are elected to oversee a school or who volunteer time and services), or socioeconomic (interested taxpayers and the local businesses who may employ graduates and therefore desire more educated, skilled, and qualified workers).</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
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<p>School Culture</p>	<p>The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity. Like the larger social culture, a school culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school’s particular institutional history. Students, parents, teachers, administrators, and other staff members all contribute to their school’s culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>School Operations</p>	<p>In SaSS work, School Operations refer to specific areas of focus for examination and change. In the Framework they are referred to as the Implementation Levers which include Leadership and Culture; Family Engagement; Professional Learning Opportunities; Access to Resources and Services; Teaching and Learning that Fosters Safe and Supportive Environments; and Policies and Procedures.</p>	<p>DESE Safe and Supportive Schools Framework: https://www.doe.mass.edu/sfs/safety/</p>	<p>-</p>
<p>SMART Goals</p>	<p>SMART Goals should be used to build an Action Plan that is -Specific, Measurable, Attainable, Realistic, and Time Sensitive. The DESE Planning for Success website provides resources for teams to use to create and monitor SMART goals.</p>	<p>DESE Planning for Success resources: https://www.doe.mass.edu/research/success/</p>	<p>Specific, Measurable, Attainable, Realistic, Time Sensitive goals...</p>
<p>Social and Emotional Learning</p>	<p>Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>	<p>CASEL: https://casel.org/overview-sel/</p>	<p>DESE Social and Emotional Learning in Massachusetts www.doe.mass.edu/sfs/sel/?section=seltopics</p>

<p>Stakeholders</p>	<p>In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teacher’s unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines (e.g., the National Council of Teachers of English or the Vermont Council of Teachers of Mathematics). In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Student Connectedness</p>	<p>Student Connectedness is how engaged youth are at school, how much they enjoy school, how successful they feel at school, and how much they value this success.</p>	<p>https://nationalmentoringresourcecenter.org/index.php/toolkit/item/269-school-connectedness.html</p>	
<p>Student Engagement</p>	<p>Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” Student engagement also refers to the ways in which school leaders, educators, and other adults might “engage” students more fully in through innovative teaching practices (e.g. project-based instruction, student-directed learning), governance and decision-making processes in school, in the design of programs and learning opportunities, or in the civic life of their community.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>Student Subgroup</p>	<p>In education, student subgroup generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications (e.g., special-education students). While “student subgroup” may be applied informally to any number of locally defined groups of students, the term typically refers to specific categories of students defined in federal and state legislation (and related rules and regulations) or used in data-collection processes, public reporting, research studies, statistical analyses, and other formal governmental or academic mechanisms employed to track the educational performance and attainment of particular groups of students. Common student subgroups include: Gender, Racial and Ethnic, Disabilities, Limited English Proficiency, Migrant Students, and Economically Disadvantaged Students.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Teacher Leader</p>	<p>The term teacher-leader is commonly applied to teachers who have taken on leadership roles and additional professional responsibilities. The teacher-leader concept is closely related to voice and shared leadership (the distribution of leadership roles and decision-making responsibilities beyond the administrative team in a district or school).</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	
<p>Trauma-Informed Practice (or interventions)</p>	<p>According to the Substance Abuse and Mental Health Services Administration (SAMHSA), trauma-informed interventions specifically address the consequences of trauma in the individual and recognize the interrelation between trauma and symptoms of trauma. A comprehensive view of neurological, biological, psychological and social effects of trauma and violence ultimately informs intervention.</p>	<p>https://www.traumainformedpractice.com/resources/trauma-informed-practice/</p>	<p>Trauma Policy Learning Institute – Trauma Informed Practice/Trauma Sensitive Schools https://traumasensitive.org/</p>

<p>Trauma-Sensitive Schools</p>	<p>Once schools understand the educational impacts of trauma, they can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus and behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how the school is run. The Trauma Policy Learning Institute defines the core attributes of a trauma sensitive school to include the following: A shared understanding among all staff. The school supports all children to feel safe physically, socially, emotionally, and academically. The school addresses students’ needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being. The school explicitly connects students to the school community and provides multiple opportunities to practice newly developing skills. The school embraces teamwork and staff share responsibility for all students. Leadership and staff anticipate and adapt to the ever-changing needs of students.</p>	<p>Trauma and Learning Policy Initiative’s (TLPI) https://traumasensitiveschools.org/trauma-and-learning/the-solution-trauma-sensitive-schools/</p>	
<p>Universal Design for Learning (UDL)</p>	<p>Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.</p>	<p>https://www.cast.org/impact/universal-design-for-learning-udl</p>	<p>https://www.doe.mass.edu/sfss/mtss/mobilization/guide.pdf</p>
<p>VOCAL Survey</p>	<p>VOCAL is an annual survey sponsored by the Massachusetts Department of Elementary and Secondary Education. Participating students are asked to share their views on three dimensions and nine topics of school climate. Survey responses are used to help school leaders understand and adapt to the ever-changing needs of students.</p>	<p>https://www.doe.mass.edu/research/vocal/</p>	
<p>Voice</p>	<p>In education, the term voice refers the values, opinions, beliefs, perspectives, and cultural backgrounds of the people in a district, school, or school community—especially students, teachers, parents, and local citizens—as well as the degree to which those values, opinions, beliefs, and perspectives are considered, included, listened to, and acted upon when important decisions are being made in a district or school. The most common variations are student voice, teacher voice, and parent voice.</p>	<p>The Glossary of Education Reform: www.edglossary.org</p>	

<p>Whole Child</p>	<p>Increasingly, the education, public health, and school health sectors have each called for greater alignment that includes, integration and collaboration between education leaders and health sectors to improve each child’s cognitive, physical, social, and emotional development. Public health and education serve the same children, often in the same settings. The Whole School Whole Community, Whole Child (WSCC) model focuses on the child to align the common goals of both sectors to put into action a whole child approach to education.</p>	<p>CDC Healthy Schools website: https://www.cdc.gov/healthyschools/wsc/index.htm</p>	
<p>Youth-Risk Behavior Survey (YRBS)</p>	<p>The Youth Risk Behavior Survey (YRBS) was developed by the Centers for Disease Control and Prevention to monitor priority health risk behaviors that contribute to the leading causes of death, disease, injury, and social problems among youth.</p>	<p>https://www.doe.mass.edu/sfs/yrbs/</p>	

SaSS Framework Guide Resources and Links

Protocols:

Note: The National School Reform Faculty has a wide variety of protocols that can be used to support planning and group collaboration. A few that can support the work of the planning team are listed below. A full list can be found here: <https://nsrfharmony.org/protocols/>

NSRF – Rationale for Protocols

https://www.nsrffharmony.org/wp-content/uploads/2017/10/rationale_for_protocols_0.pdf

NSRF – Creating Group Norms and Agreements/Ground Rules

http://schoolreforminitiative.org/doc/forming_ground_rules.pdf

NSRF – Cycle of Inquiry

https://www.nsrffharmony.org/wp-content/uploads/2017/10/smp_cycle_inquiry_0.pdf

NSRF – Data Driven Dialogue

https://www.nsrffharmony.org/wp-content/uploads/2017/10/data_driven_dialogue_0.pdf

NSRF – Jigsaw

https://www.nsrffharmony.org/wp-content/uploads/2017/10/jigsaw_0.pdf

Planning and Implementation Resources

DESE Planning for Success website

A wide array of planning and implementation tools can be accessed from the DESE website

<https://www.doe.mass.edu/research/success/>

Federal Office of Elementary and Secondary Education (OESE) – Needs Assessment Resources

A variety of samples of needs assessments and tools

<https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/school-improvement-needs-assessment/>

Equity Audit

While each district or school should choose the form that best suits their needs, a few resources to support conducting an equity audit follow.

Intercultural Development Research Association (IDRA) – Using Equity Audits to Assess and Address Opportunity Gaps Across Education

<https://www.idra.org/resource-center/using-equity-audits-to-assess-and-address-opportunity-gaps-across-education/>

MAEC – Equity Audit Resources

<https://maec.org/resource/equity-audit-materials/>

National Association of Elementary School Principals (NAESP) – New School Equity Audit Tool

<https://maec.org/resource/equity-audit-materials/>

National Center for Cultural Competency (NCCC) – Cultural Competency Self-Assessments

<https://nccc.georgetown.edu/assessments/>

University of Southern Maine – Creating Equity Audits (resources and examples from Maine schools)

<https://usm.maine.edu/eems/equity-audit>

Student Voice/Student Experience

Ensemble Learning – English Learner Shadowing as a Tool for School Improvement

<https://ensemblelearning.org/el-shadowing-as-a-tool-for-school-improvement/>

Stanford d School at Stanford University – Shadow a Student Challenge Toolkit

<https://drive.google.com/file/d/17Tc1r0LXaPBPyH4SihsET33ZFnhS02wZ/view>

Youth Truth – Student Voice in Action Guidebook

Youth Truth is a national nonprofit organization with a wide array of tools and guidance to solicit student voice

<https://youthtruthsurvey.org/student-voice-in-action-guidebook/>

Family Engagement

OESE – Equitable Family Engagement

https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

Resources to support work in each implementation lever

Lever 1

Educator Effectiveness System – Model Rubrics for Administrators and Superintendents

<https://www.doe.mass.edu/eeval/model/>

Educator Effectiveness Guidebook for Inclusive Practice

<https://www.doe.mass.edu/eeval/guidebook/>

Massachusetts School Administrators Association Professional Development Workshops

http://mssaa.org/content/easy_pages/view.php?page_id=79&sid=35&menu_id=230

Students Speak – TPLI student voice project

<https://students-speak.org/>

Students Speak – TPLI Focus Group Report

<https://students-speak.org/focus-group-report/>

Students Speak – TPLI Literature Review

<https://students-speak.org/research/>

SEL in Massachusetts (DESE resource links)

<https://www.doe.mass.edu/sfs/sel/>

From a Nation at Risk to a Nation of Hope – Research and Policy Recommendations

<http://nationathope.org/>

Lever 2

Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts

<https://www.doe.mass.edu/sfs/family-engagement-framework.pdf>

Family Friendly School Partnership Walk-Through (link from the Georgia Department of Education)

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Documents/Parent%20Engagement/FFPS/FFPS%20Walk%20Through.pdf>

Lever 3: Professional Learning Opportunities

SaSS webinars and PD opportunities

<https://www.doe.mass.edu/sfs/safety/grants/#pd>

MA MTSS Guide

<https://www.doe.mass.edu/sfss/mtss/mobilization/guide.pdf>

SEDL – The Professional Teaching and Learning Cycle: An Introduction

https://sedl.org/txcc/resources/working_systemically/ptlc-intro.pdf

NSRF – Professional Learning Communities Survey

https://www.nsrffharmony.org/wp-content/uploads/2017/10/plc_survey_0.pdf

NSRF – Professional Learning Communities Exercise

https://www.nsrffharmony.org/wp-content/uploads/2017/10/plc_survey_exercise.pdf

Professional Learning Organizations such as

ASCD: www.ascd.org

Learning Forward: www.learningforward.org

Engaging Schools: www.engagingschools.org

Lever 4: Access to Resources & Services

After School and Out of School Time Resources from MA DESE

<https://www.doe.mass.edu/asost/>

Trauma Policy Learning Institute – Trauma Informed Practice/Trauma Sensitive Schools

<https://traumasensitiveschools.org/>

Centers for Disease Control – Whole School Whole Community, Whole Child (WSCC) model

<https://www.cdc.gov/healthyschools/wsccl/index.htm>

CASEL – Social and Emotional Learning Resources

<https://casel.org>

Lever 5: Teaching & Learning

MA Current Curriculum Frameworks

<https://www.doe.mass.edu/frameworks/current.html>

Principles of Effective Practice

https://traumasensitiveschools.org/wp-content/uploads/2018/03/Integrating_Services.pdf

Sheltered Content Instruction for English Learners (SCI)

<https://www.doe.mass.edu/licensure/endorsements/sei.html>

DESE Handbook for Inclusive Practices

<https://www.doe.mass.edu/eval/guidebook/>

Teaching for Change – Resources for Anti-Bias Education

<https://www.teachingforchange.org/educator-resources/anti-bias-education>

Learning For Justice (AKA Teaching Tolerance) – Critical Practices for Anti-Bias Education

<https://www.learningforjustice.org/magazine/publications/critical-practices-for-antibias-education>

CAST – Universal Design for Learning

<https://www.cast.org/impact/universal-design-for-learning-udl>

Perception Institute – Research on Implicit Bias

<https://perception.org/research/implicit-bias>

National Center for Cultural Competency (NCCC) – Cultural Competency Resources

<https://nccc.georgetown.edu>

Facing History and Ourselves – Resources for Anti-Racist Teaching

<https://www.facinghistory.org/>

Lever 6: Policies & Procedures

DESE Website Resources for MA Schools:

Bullying Prevention and Intervention

<https://www.doe.mass.edu/sfs/bullying/>

COVID-19 Information and Resources

<https://www.doe.mass.edu/covid19/>

Emergency Management

<https://www.doe.mass.edu/sfs/emergencyplan/>

Medical Emergency Response Plans

<https://www.doe.mass.edu/sfs/safety/medical-erp.html>

Prevention of Physical Restraint Requirements

<https://www.doe.mass.edu/sfs/safety/restraint.html>

Policies and Protocols for Truancy Prevention Programs

<https://www.doe.mass.edu/sfs/safety/truancy.html>

Rethinking Discipline Initiative

<https://www.doe.mass.edu/sfs/discipline/>

Safe Schools for LGBTQ Students

<https://www.doe.mass.edu/sfs/lgbtg/>

Substance Use Prevention and Intervention

<https://www.doe.mass.edu/sfs/safety/atod.html>

Suicide Awareness and Prevention Training Guidance

<https://www.doe.mass.edu/sfs/safety/suicide.html>

Massachusetts Legislature State Laws Regarding Safe and Supportive Schools

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter69/Section1P>

Massachusetts Legislature State Laws Regarding Gun Violence

<https://malegislature.gov/Laws/SessionLaws/Acts/2014/Chapter284>