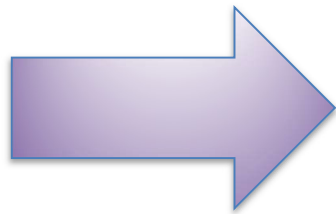


Safe and Supportive Schools Framework Implementation Guide and Self-Reflection Tool

The [Safe and Supportive Schools \(SaSS\) Framework and Self-Reflection Tool](#) offers a comprehensive process for school teams to use in collaborative reflection, planning and implementation efforts. For more details see this [video](#) or this [feedback](#) page.

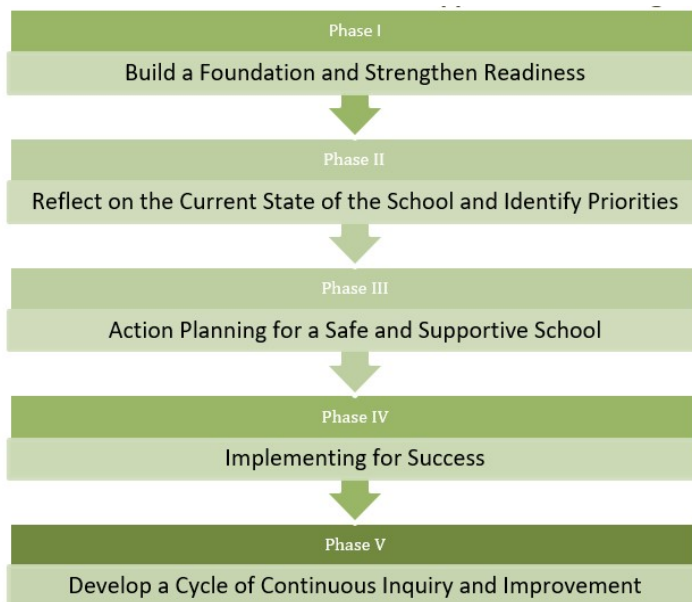
The foundation for the SASS Framework are the [Essential Elements](#) of a Safe and Supportive School



Essential Elements of Safe and Supportive Schools



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



The SaSS Framework guides school-based teams through a phased process to create 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.

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

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 SaSS Framework.

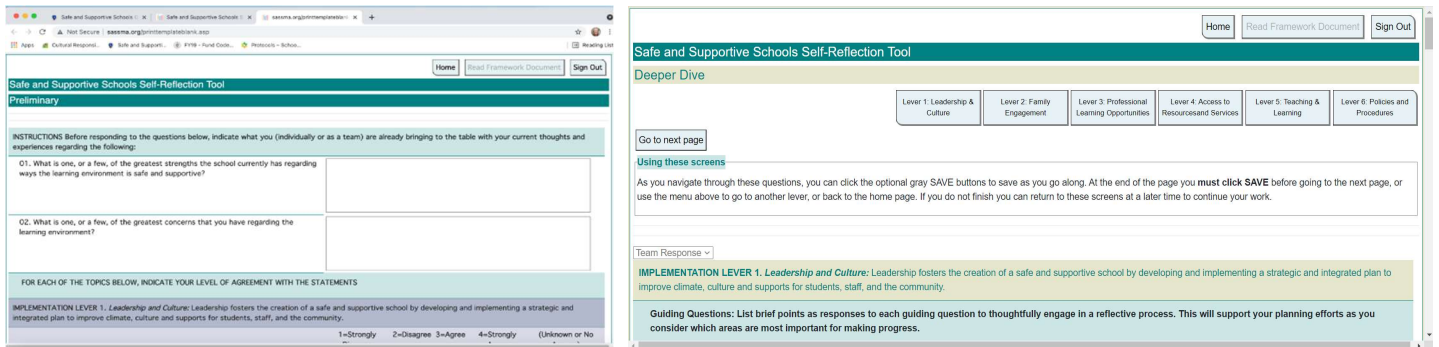
- Level 1: Leadership and Culture
- Level 2: Family and Community Engagement
- Level 3: Professional Learning Opportunities
- Level 4: Access to Resources and Services
- Level 5: Teaching and Learning
- Level 6: Policies and Procedures

Implementation Levers

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 for students, staff, families, and communities.

SaSS Self-Reflection Tool

The [Self-Reflection Tool](#) is aligned to the Implementation Levers and has two parts. The *Preliminary Self-Reflection* is for teams to use during Phase I to explore how the Essential Elements are currently being practiced or are already embedded in the school, and where gaps exist – and to consider priority areas for greater focus. During Phase II, the planning team uses the *Deeper 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.



The self-reflection tool is designed to inform *Action Planning* (Phase III) and Implementation efforts (Phase IV). This work is intended to be a part of ongoing Cycles of Continuous Inquiry and Improvement (Phase V).

Together the Safe and Supportive Schools Framework [Implementation Guide](#) and [Self-Reflection Tool](#) provides a thoughtful and inclusive process for districts and schools to use to examine current operations; identify strengths, challenges, and growing edges; and create, implement, and assess concrete plans to improve school climate, culture, and safety for every student from every identity and background – and to support all staff, families, and partners too.