**Safe and Supportive Schools Framework**

**Implementation Guide and Self-Reflection Tool**

The [Safe and Supportive Schools (SaSS) Framework and Self-Reflection Too](http://sassma.org)l offers a comprehensive process for school teams to use in collaborative reflection, planning and implementation efforts. For more details see this [video](https://youtu.be/QHeYu3c7HjE) or this [feedback](https://www.doe.mass.edu/sfs/safety/community-vetting.html) page.



The foundation for the

SASS Framework are the

[Essential Elements](http://sassma.org/essentialelements.asp) of a
Safe and Supportive School

**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](http://sassma.org/levers.asp) 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.

**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.

The [Self-Reflection Too](http://SassMA.org)l 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.

**SaSS Self-Reflection Tool**

 

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](http://sassma.org/documents/Safe_and_Supportive_School_Implementation_Guide.pdf) and [Self-Reflection Tool](http://SassMA.org) 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.