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| **Name of Grant Program:** Safe and Supportive Schools Competitive Grant | **Fund Code:** 335 |

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| PART IIIA – REQUIRED PROGRAM INFORMATION – (FY2021)**OPTION ONE: ACTION PLANNING**  |

**NOTE: Only fill out this document if applying for OPTION ONE: ACTION PLANNING.** *If applying for OPTION TWO: Implementation and mentorship/support, please only fill out Part IIIB.*

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| **Amount Requested** **($20,000 maximum per district, $10,000 maximum per school):** | **School Year (2020-2021)** | **Summer 2021 (optional)****(Funds should only be proposed to be used to continue action planning.)** |
| $ | $ |
| **District:** |  |
| **Program Coordinator Name/Title:** |  |
| **Address:** |  |
| **Phone:**  |  | **Email:** |  |
| **Fiscal Contact****Name/Title** |  |
| **Phone** |  | **Email** |  |
| **Superintendent/****Name/Title** |  |
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| **Total number of schools to participate in action planning by this grant:** |  |
| Please list each school that will complete the Tool and develop an action plan through this grant: (*add rows if needed)* |
| **School** | **Grades Served** |
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1. **District Readiness and Rationale**

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| The following questions should be answered from the district’s perspective. If the district is a one school district, you can make note of that here and skip this district readiness sectionTo ensure the support of schools engaging in this reflection and action planning process, districts are required to create a district-based team that will enhance the process for schools. Supporting schools can include but is not limited to: participating in the school-based action planning process, communicating with school-based leaders regularly to check in and provide assistance where needed, provide access to specific data that schools might need to complete the Tool, share which resources are available, and/or work with school team members to co-create a district-based action plan that enhances school(s) action plans. |
| 1. **Provide a brief description of current district-wide initiatives that support or promote safe and supportive learning environments. (150 words maximum)**
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| 1. **Describe the ways the district will support individual schools to complete the self-assessment and action planning process. (150 words maximum)**
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| 1. **Provide a brief description of the anticipated benefits to the district as the schools become more safe and supportive. (150 words maximum)**
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| 1. **Describe any district-wide efforts, including training and professional development, either planned or recently completely to better understand and reflect on the impact of equity including racial equity, bias, and/or cultural competency on creating safe and supportive learning environments for students and their families and for staff. Include any areas of growth or further professional development that would enhance these efforts. (300 words maximum)**
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| 1. **District Based Team:** Below, provide the roles and names of the anticipated membership of the district-based team. If a team member would like to be added to our contact list (in addition to the grant coordinator) please list their email address with their name. The district-based team may include but is not limited to Superintendent or Assistant Superintendent(s), Director(s) of Student Services, Special Education, Family and Community Engagement, Curriculum, and/or Wellness, etc. The titles or roles listed here are suggestions only. Not all teams need to include all of the roles listed but should include a diverse mix of participants in terms of school/district role, race/ethnicity, etc. to the degree possible. Add more lines if needed.
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| **Title or Role**  | **Name (and Email to be added to DESE’s contact list)** |
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1. **School Readiness and Rationale**

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| **[COPY AND PASTE THIS TABLE BELOW (QUESTIONS 1-8) FOR EACH SCHOOL PROPOSED TO PARTICIPATE IN THE GRANT, AND THEN FILL IN THE RESPONSES FOR EACH SCHOOL.]****Responses are reviewed and scored based on their completeness. A minimum of 3-5 sentences should be considered standard to answer thoroughly.**  |
| **School Name** |
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| **Grades Served** |
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| 1. Describe the school-wide initiatives that **currently promote safe and supportive learning environments**, that are *in addition to the district-wide efforts described above* (or provide more details on school-specific implementation components if applicable)
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| 1. Describe the **current culture and climate** of the school, for staff, students, and families.
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| 1. Describe any **data currently used to inform and enhance the school’s culture and climate** (e.g., school discipline reports, nurse visits, attendance, student/ family/ staff surveys, etc.).
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| 1. Describe any **efforts in the school**, that are *in addition to district-wide* efforts described above, including training and professional development, either planned or recently completely **to better understand and reflect on the** **impact of equity including racial equity, bias, and/or cultural competency on creating safe and supportive learning** environments for students and their families and for staff. Include any areas of growth or further professional development that would enhance these efforts.
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| 1. Describe the **anticipated benefit of using the Tool and creating an action plan for implementation** in this school. Include any specific concerns, challenges, or needs related to creating a safe and supportive learning environment for the school. This may be a specific event, pattern in data, or other “urgency” that is leading the school to want to complete the self-reflection and action planning and implementation process. If applicable, explain how this urgency relates to school re-opening models for the COVID-19 pandemic, or other challenges or concerns related to the impact of the pandemic including a disparate impact associated with race/ethnicity, neighborhood/community, housing stability, etc.
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| 1. Describe how the **school leadership team** (principal, assistant principal, etc.) is or **will be involved** in the self-reflection and planning processes, and the extent to which this work is a school priority.
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| 1. Describe the anticipated efforts the team will take to ensure **staff, student, and family voices** are included in the self-reflection and planning processes. Specifically, include efforts that ensure that multiple points of view, as well as diverse racial, ethnic, linguistic and socio-economic perspectives are included.
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| 1. **School Based Team**

The Tool is designed to assist with self-reflection on current activities and strategies that the staff and programs in your school engage in to create a supportive school environment. This Tool is intended to assist with considering the degree to which students` behavioral health is supported at all intervention levels, ranging from creating supportive school environments through universal promotion and prevention efforts, to early interventions, to responding effectively to individual students when they require more intensive services. It is crucial to include various stakeholders in completing the Tool as a team. For example, school-based team roles may include but are not limited to teachers and other school personnel such as nurses, counselors, support staff, etc., as well as students, family members, school council members, and representatives from community-based agencies and providers, etc. **Note that the Tool has been created to be completed as a team and not individually and does need someone to coordinate/facilitate the completion process.**Below, provide the names of the anticipated members of each school’s team. If a team member would like to be added to our contact list (in addition to the grant coordinator) please list their email address with their name. The titles or roles listed above are suggestions only. Not all teams need to include all of the roles listed but should include a diverse mix of participants and include (or have a way to additionally engage with to inform priorities and action plans) a broad representation of the school and community partners. Please indicate the team’s leader/facilitator with an asterisk (\*) and add more lines if needed. |
| **Title or Role**  | **Name (and Email to be added to DESE’s contact list)** |
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1. **Project Process and Timeline**

Describe the process that the district and school teams will use to complete the Tool and develop action plans. The timeline must include anticipated dates for grant activities such as convening the school team(s) – likely virtually, responding to the questions in the Tool, determining areas to prioritize for improvements, and finalizing an action plan. Applicants may also include anticipated timelines for implementing the action plan, and assessing progress regarding the plan. Timelines should indicate what will occur during the 2020-2021 school year (by June 30, 2021) and what will occur beyond that timeframe, if applicable. It is recommended to start the timeline by early November 2020. Please add more rows to the table if needed.

*Please note: There is a revision process currently underway for the SaSS Framework and Self-Reflection Tool that is anticipated to be complete this winter (2020-2021). Thus, grantees can choose to propose a timeline that includes using the Tool and conducting the self-reflection immediately upon award, if you plan to use the current live version of the Framework and Tool. If the grantee is interested in using the revised version, the proposed timeline can include:*

* *Time to participate in professional development (PD) and team learning time, and initial reflection time, related to equity including racial equity, family engagement, SEL, or other topics related to Safe and Supportive Schools during at least the fall-winter 2020-2021. This may include PD available from the Department (DESE) – with details to be sent to grantees once confirmed.*
* *Conduct full SaSS self-reflection process during winter/spring 2021.*
* *Create an action plan by late spring 2021.*
* *Finalize action plan and/or begin implementation during summer 2021.*

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| **Activity** | **Anticipated Start Date** |
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