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| **Name of Grant Program:** Safe and Supportive Schools Competitive Grant | **Fund Code:** 0335 |

**This document is for planning purposes only.**

**Please submit all responses directly in GEM$**

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| REQUIRED PROGRAM INFORMATION – Fiscal Year (FY) 2026 **OPTION ONE: ACTION PLANNING** |

**NOTE: these questions are for OPTION ONE: ACTION PLANNING.** *If applying for OPTION TWO: Implementation and Support, please see the planning document for OPTION TWO*

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| **Amount Requested**  **($10,000 maximum):** | | | | | | $ | |
| **Program Coordinator Name:** | |  | | | | | |
| **Program Coordinator Title:** | |  | | | | | |
| **Phone:** |  | **Email:** | |  | | | |
| **Use the space below to list anyone who assisted or was consulted with for the writing of this grant proposal** *(add rows if needed).* | | | | | | | |
| **Name** | | | **Title** | | | | |
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| **Total number of schools to participate in action planning with this grant:** | | | | | | |  |
| Please list each school that will complete the [Safe and Supportive Schools Framework: Implementation Guide and Self-Reflection Tool](https://sassma.org/documents/Safe_and_Supportive_School_Implementation_Guide.pdf) (Framework) and develop an action plan through this grant: (*add rows if needed)* | | | | | | | |
| **School Name** | | | | | **Grades Served** | | **Approximate Number of Students Enrolled** |
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**All questions should be answered in 5-10 sentences.**

1. **Readiness**

The following questions address both districtand school(s) readiness. All questions should be answered even if the district only consists of one school. If multiple schools are applying, please provide sufficient information about each school individually.

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| 1. Provide a brief description of current initiatives that support or promote safe and supportive learning environments, both at the district level and at the individual school level. These may include but are not limited to initiatives related to substance use prevention, bullying prevention, social and emotional learning, advisory, student groups, family engagement practices, and anti-racist or equity focused work. |
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| 1. Describe the ways district (if applicable) and school leadership will support individual schools to complete the self-reflection and action planning process and the extent to which this work is a district and/or school priority. |
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| 1. If multiple schools are applying, please describe how the work will be coordinated across schools. |
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| 1. Describe any district or school-wide efforts 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, their families and staff. These efforts may include training and professional development and may have either been planned or recently completed. |
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| 1. Describe any areas of growth or further professional development that would enhance the efforts to understand and reflect on the impact of equity on creating safe and supportive learning environments. |
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| 1. Describe any district and/or school-based teams or groups that have been established in the past to address areas related to safe and supportive schools, such as social and emotional learning, racial equity, climate and culture, PBIS, etc. How will the past work of these teams or groups be incorporated into the work of the Safe and Supportive Schools team? |
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| 1. Describe the ways student and family voices have been and/or will be included in the grant process including the application, self-reflection, action planning, and future implementation. |
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1. **Rationale**

The following questions seek to gather information on both the district’s and school’s rationale for applying to be part of this grant program. All questions should be answered even if the district only consists of one school. If multiple schools are applying, please provide sufficient information about each school individually.

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| 1. Provide a brief description of the anticipated benefits to the district and to the greater community as the school or schools become safer and more supportive. |
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| 1. What have students and/or families shared about the current climate and culture, improvements that are needed, or other concerns related to safe and supportive schools that prompted this application? Provide anecdotes, survey data, etc. |
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| 1. Describe the current culture and climate for **staff**, **students**, and **families**. Include any data (e.g., school discipline reports, educator evaluation, classroom observation data, attendance, student/ family/ staff surveys, etc.) that have informed this description. |
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| 1. Describe any specific concerns, challenges, or needs that you hope to address by participating in this grant opportunity. This may be a specific event, pattern in data, or other “urgency” that prompted the school to want to complete the self-reflection, action planning and implementation process. |
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1. **District and School-Based Teams**

Please provide the anticipated participants of the district- and school-based teams. If the participating school is its own district (for example, a charter or vocational school), please complete Question 1 only, but please review the list of suggested members shown in Question 2 and indicate who the team leader will be.

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| 1. **District Based Team**   To 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; * providing access to specific data that schools might need to complete the SaSS Tool; * sharing which resources are available; and/or * working with school team members to co-create a district-based action plan that enhances school(s) action plans.   Below, provide the roles and names of the anticipated members of the district-based team. 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 (*required*)** | **Name (*required*)** |
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| 1. **School Based Team**   The Framework is designed to assist with self-reflection on current activities, programs and strategies that the staff in your school engage in to create a supportive school environment. The Framework 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 self-reflection as a team. For example, school-based team roles may include but are not limited to principal/assistant principal, 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 SaSS Tool has been created to be completed as a team (although individual responses may be collected as part of the process) and does need someone to coordinate/facilitate the completion process.**  Below, provide the names of the anticipated members of each school’s team. 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 (\*). You may add more lines if needed**. | | |
| **Title or Role (*required*)** | **Name (*required*)** | **School Name (*required*)** |
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| 1. Describe how these members were chosen and how additional members of the district and school teams will be recruited if needed. |
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1. **Project Process and Timeline**

Describe the process that the district and school teams will use to complete the SaSS Tool and develop action plans. The timeline may include anticipated dates for grant activities such as convening the school team(s), responding to the questions in the SaSS Tool, determining areas to prioritize for improvements, and finalizing an action plan. These dates should be flexible to take into account funding decision timelines and other factors. 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 2025-2026 school year (by June 30, 2026) and what will occur beyond that timeframe, if applicable.

The [Safe and Supportive Schools Framework: Implementation Guide and Self-Reflection Tool](https://sassma.org/documents/Safe_and_Supportive_School_Implementation_Guide.pdf) outlines five (5) phases of the work to become safer and more supportive. **During the first year of the grant, grantees are expected to work towards completing phases I (Build a Foundation and Strengthen Readiness), II (Reflect on the Current State of the School and Identify Priorities), and III (Action Planning for a Safe and Supportive School).** Organizing your timeline around these phases is highly suggested.

Please add more rows to the table if needed.

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| **Activity** | **Anticipated amount of time needed to complete and anticipated dates (subject to change)** |
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