NASP Advocacy Toolkit: Safe and Successful Schools
Improving School Safety and Increasing Access to Mental Health Supports for Children and Youth

Assessing the School Environment

Before implementing the components of the Framework for Safe and Successful Schools, it is important to assess the current school environment. This informal assessment will help you identify policies and practices represented in the Framework that are currently being implemented. Additionally, this assessment will help you identify systems in need of change to better support school and student safety.

Definitions:

Multi-tiered Systems of Support (MTSS) - A MTSS framework, which represents a continuum of system-wide interventions of increasing intensity, emphasizes wellness promotion, prevention, and early intervention, helping to minimize redundancies and gaps in services. Equally important, comprehensive school safety addresses the most common forms of harmful or violent behavior that undermine school safety, such as bullying, fighting, and self-harm.

Physical Safety - Reasonable physical security such as locked doors, lighted hallways, and visitor check-in systems.

Psychological Safety - A positive school climate and trust among staff, students, and families where students feel connected and part of a close-knit and caring community, as well as empowered to report any safety concerns.

School-Employed Mental Health Professionals — Professional employed by the school district, such as school counselors, school psychologists, or school social workers.

Please indicate the degree to which your school engages in each of the actions outlined below as they relate to the target areas of: Collaboration; Multi-tiered Systems of Support; Access to School Employed Mental Health Professionals; School Safety. “1” indicates “very low”, while 7” indicates “very high”

<table>
<thead>
<tr>
<th>Willingness:</th>
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<tbody>
<tr>
<td>Level of implementation:</td>
<td>Degree to which target area is embedded within current school wide practices and polices</td>
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<tr>
<td>Effectiveness:</td>
<td>Perception of positive outcomes associated with target area</td>
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<tr>
<td>Responsiveness:</td>
<td>Responsiveness to unique cultural and contextual factors of school</td>
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1. Collaboration—among school staff:

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<tr>
<th>Willingness</th>
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<tbody>
<tr>
<td>Level of implementation</td>
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2. **Collaboration—with parents and community:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

3. **Multi-Tiered Systems of Support—Academic:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

4. **Multi-Tiered Systems of Support—Behavior:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

5. **Access to School-Employed Mental Health Professionals:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

6. **School Safety: Physical Safety:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

7. **School Safety: Psychological Safety:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

8. **School Safety: Positive Disciplinary Practices:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
   - Effectiveness 1 2 3 4 5 6 7
   - Responsiveness 1 2 3 4 5 6 7

9. **School Safety: Crisis Response Plan:**
   - Willingness 1 2 3 4 5 6 7
   - Level of implementation 1 2 3 4 5 6 7
Review the results of your ratings and identify:

1. Specific areas that demonstrate low ratings across all four descriptors (e.g. ratings of 2 or 1 in the area of “School Safety: Psychological Safety” on willingness, level of implementation, effectiveness, and responsiveness).
2. Specific areas where level of implementation is high, but effectiveness is low.
3. A pattern of low ratings across areas within a specific descriptor (e.g. ratings of 2 or 1 on “level of implementation” across multiple areas).
4. Patterns of high ratings either within areas or across areas.

Low ratings represent areas to use the Framework for Safe and Successful Schools to improve your school’s policies and procedures. High ratings represent areas to build upon and use in your advocacy for the Framework.