

## School Health Assessment and Performance Evaluation System

The School Health Assessment and Performance Evaluation System (SHAPE System) offers a virtual work space for a school mental health team to document, track, and advance quality and sustainability improvement goals as well as assess trauma responsiveness. Many school districts across Indiana and the United States are using the SHAPE System, in varying degrees, to obtain customized school and district level progress reports and useful resources to improve system quality and sustainability. There is no limit to how many districts can participate in the SHAPE system and districts can work in local teams to complete the assessments without assistance from IDOE.

### **School and Districts can use SHAPE to:**

- ◆ Document service array and multi-tiered services and supports
- ◆ Advance a data-driven mental health process including strategic team planning and custom reports
- ◆ Access target resources to help advance school mental health quality and sustainability
- ◆ Increase opportunities for federal, state and local grants

### **Why would a district use SHAPE? Districts that:**

- ◆ want to document what mental health services are in place across tiers of support
- ◆ need a uniform quality improvement process to understand school mental health strengths and needs throughout the district
- ◆ would like to standardize the process of school-community mental health partnerships in their districts, while still allowing schools to individualize services to their own needs (including develop MOUs)

### **Why would a school use SHAPE? Schools that:**

- ◆ want to document their school- and community-employed mental health staffing
- ◆ need to identify what services they have for specific problem areas across a multi-tiered system of support (MTSS)
- ◆ are interested in improving their universal screening practices, but don't know where to start
- ◆ would like to better partner with community mental health providers, but want to be sure that added services meet needs, and are complementary with and augment existing staff supports

### **Additional resources:**

[SHAPE website](#), [Training webinar](#), [School Mental Health Teaming Playbook: Best Practices & Tips from the Field](#),  
[School Mental Health Screening Playbook: Best Practices & Tips from the Field](#)

For more information please contact:

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# SHAPE Stories

## Hamilton Southeastern School Corporation

**SHAPE Team:** Our first experience working through the SHAPE System included district level administrators and staff from our community mental health center: our Mental Health Coordinator, Behavioral Specialists, Special Education Director, Curriculum Director, Assistant Superintendent, and Day Program Director. We later had 5 schools complete the [Trauma Responsiveness School \(TRS\) Implementation Assessment](#) within SHAPE. These schools convened teams that included the principal, assistant principal, counselors, deans, and sometimes special education teachers.

**SHAPE Process:** At the district level we've just completed the [District Quality Assessment tool](#). We are exploring having individual schools complete this tool as well because we feel like the information would be much richer. As a district we have a team of administrators who have taken the initiative to create trauma sensitive schools after having a district wide training with Jim Sporleder. We asked each of them to complete the TRS assessment to get a baseline of where their schools were at in regards to creating a trauma sensitive environment for students.

**Benefits/Outcomes:** Completing the District Quality Assessment tool was helpful in many ways. The questions that were asked on the tool were thought provoking and many of them got us thinking about how we could do things differently or support our students better. We have used some of the resource tools and have found them very helpful. We recently used some of the resource mapping tools with some of our school counselors in order to assess what resources were accessible inside and outside of the school. We took the data from the TRS assessment from each school and used it to have meaningful discussions as a group about what areas we felt we needed to focus on and how each of the schools could learn from one another. After comparing this data as a team, we chose a specific area to focus on for the rest of this school year and we will use the resources from the SHAPE System to help assist us in this.

**Barriers:** When completing the District Quality Assessment tool we struggled to answer some questions in regards to what buildings were doing. In the future I would like to make sure we have administrators from each level to report information. With a district of our size (21 schools) it was hard for the team we initially put together to answer some of the questions. I think it's so important to have the right people at the table when gathering this information.

**Next Steps:** Our district was awarded the Lilly Comprehensive Counseling Grant in October and we plan to use some of the data for our reporting. We plan to use some of the resources in the TRS assessment tool to look at what areas are important at the district level for improvement. We are currently exploring having our PBIS teams complete the [School-Level \(building-level\) Quality Assessment tool](#).

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