

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](#)

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Evansville Vanderburgh School Corporation

SHAPE Team: We convened a district level team across several departments that are working to align our current mental health supports with district systems and initiatives and our multi-tiered systems of supports. The team members included our associate superintendent for family, school and community partnerships, directors for attendance and school counseling, director of psychological services, director of student supports, director for family and community engagement and director of neuroeducation.

SHAPE Process: Our team completed the District Mental Health Profile in the first meeting and reviewed results and recommendations in a second meeting. In the second meeting, the results were also compared to a recent gap analysis of our district mental health and counseling services and supports completed as part of our application for the Lily Grant. Moving forward, we would like to have individual schools complete domains of the Quality Assessment tool. This will allow us to compare needs and resources to ensure we can maximize student supports and mental health services at each school.

Benefits/Outcomes: As a larger district with an array of services, supports, and community partnerships the process of completing the SHAPE Quality Assessment Tool allowed us to better focus on gaps and needs of our schools. Additionally, the results lend themselves to actionable steps which allows for the development of more targeted short term and long term goals. This is important for schools as they are trying to meet the immediate needs of students and families, but also, for long term planning to ensure we are aligning evidence based resources and practices within our multi-tiered systems of supports. Finally, having a domain that asks specifically about trauma and targeted programs has been helpful in shaping our thinking about next steps both internally for training purposes, and externally as we identify programs and services with our community partners.

Barriers: The primary barrier for the District Assessment Tool is ensuring the results capture the true current state so results lead to meaningful and actionable next steps. For us, it was important to have team members that were familiar with not just our multi-tiered systems and programs, but also the level of implementation across our 40 schools.

Next Steps: Our district was awarded the Lilly Comprehensive Counseling Grant in the fall. We plan to use the information we gathered as part of that application process and the SHAPE audit to begin aligning mental health systems, practices and resources across our schools and the student support and social emotional teams currently meeting. We would like to have targeted schools complete the School Level Quality Assessment Tool and utilize the resources from the TRS assessment to increase our interventions for students and families affected by trauma.

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