

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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SHAPE Stories

(School Health Assessment and Performance Evaluation)

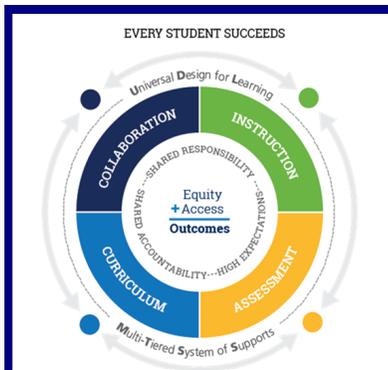
Purdue Polytechnic High School

SHAPE Team: Our SHAPE team at PPHS is a comprehensive group of individuals from several departments within the school. The team includes our School Counselor, School Nurse, School Administrator, Director of Student Services, Dean of Culture, Community Mentors and Teachers.

SHAPE Process: As a first year school, we were using SHAPE to help us build out a comprehensive mental health program for this school and our entire future network. We completed the profile last year as a guide for program decisions. After completing the mental health profiles in SHAPE last year, it was evident that there was a critical need for a School Counselor. Because of this, we applied for the Lilly Endowment Counseling Initiative Grant and received the grant. This allowed for us to move forward and hire on our first counselor for the 2018-2019 school year. Otherwise, our staffing model did not incorporate a School Counselor until our third year of operation. In addition, we completed the SHAPE profile this year to determine our goals for the school year.

Benefits/Outcomes: Because of our ability to hire a School Counselor earlier than expected, we have been able to better address the social-emotional needs of our student body. Our School Counselor sent out a needs assessment in order to get a feel for our student body and what they feel they need most in order to be successful this year. After assessing the results, it was determined that a major topic that students need help managing was anxiety. In order to address this, our School Counselor scheduled workshops on anxiety and coping skills. In addition to this, our School Counselor currently meets with students whenever they are needing to talk, provides information about several different resources, makes referrals to Adult & Child when necessary, and shares helpful resources and information in a “Counselor’s Corner” section of our weekly lab reports.

Barriers: When completing the District Quality Assessment tool we identified several areas that we wanted to build out. The biggest barrier for PPHS has been prioritizing the program components we want to implement. As a new school, it was essential that we select systemic research based programming. This process has taken time. In addition, the components we want to fully implement will take time.



Next Steps: We were one of 24 Marion County schools awarded the Richard M Fairbanks Prevention Matters Grant. Prevention Matters funding will help PPHS implement evidence-based prevention programs to students beginning this school year. The programs we have selected are designed to help students avoid drugs and alcohol, and also help improve academic achievement, attendance, and classroom behavior.

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