

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

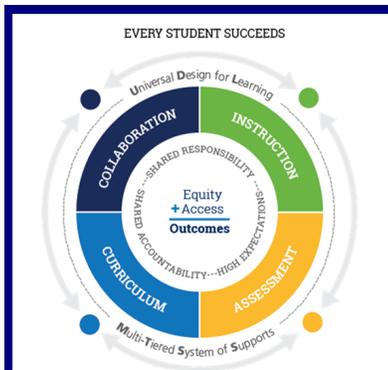
Warsaw Community Schools

SHAPE Team: Our initial SHAPE team consisted of the Director of Special Services, Secondary Special Services Coordinator, Behavior Case Managers, and mental health therapists. However, recently we developed Core Teams for each WCS building that have been leading the WCS mental health initiatives, including completing SHAPE assessments (regarding program and staff capacity). These Core Teams consist of the Superintendent, counselors, mental health therapists, behavior case managers, principals, teachers, the Social-Emotional Learning Coordinator, and the Grants and Special Projects Coordinator. The Core Teams meet monthly as a comprehensive district-level team and some meet more regularly as a building.

SHAPE Process: Our initial SHAPE team completed SHAPE assessments (SHAPE District Mental Health Profile & SHAPE Sustainability and Quality Assessments) in September 2017. After the Core Teams were developed in March 2018, they each completed an adapted electronic version of the SHAPE Trauma Responsive School (TRS) Implementation Assessment as a baseline pre-assessment. After implementing yearly SEL-focused initiatives, we will repeat the Trauma Informed Schools Assessment as a post-test in order to demonstrate growth and ongoing progress towards our goals. In addition, throughout the 2017-2018 school year, we provided ongoing district-wide training for the Core Teams and all WCS staff with Dr. Lori Desautels and Dr. Michele Borba.

Benefits/Outcomes: The SHAPE reports served as part of the baseline data identifying the need to develop a Comprehensive Counseling Model for the Lilly Comprehensive Counseling Implementation Grant, as well as to establish gaps in our current mental health services and practices. According to our Trauma Informed Assessment, over 50% of respondents felt that our schools were attentive to transitions and sensory needs, and 50% felt our district has a clearly defined strategy to determine if a student may present harm to oneself or others. Our results in the Trauma Informed Assessment show that we are emerging in the development of policies that are sensitive to students exposed to trauma and providing training for our school staff. A significant portion of our assessment was dedicated to trauma informed practices and has been identified as an area that needs significant improvement. As we move forward, we are dedicated to education in trauma and childhood adversities as vital to the improvement and equipping of our staff and students.

Barriers: Our largest barriers are making the best use of the assessments and corresponding results, prioritizing which domains to tackle first, and making the results applicable for our staff. In addition, we have many SEL initiatives that have been created over the past year resulting from our strategic planning sessions and the recently awarded the Lilly Comprehensive Counseling Initiative for Indiana K-12 Students, but we do not want our staff to feel overwhelmed with the additional tasks associated with SHAPE and need to be sensitive of our teachers' and staff's time.



Next Steps: The SHAPE assessments will be conducted in the subsequent years of the grant as part of the ongoing data collection, as well as the reporting process for Lilly. We will continue to use these results as we plan our in-service opportunities, staff trainings and SEL initiatives.

For more information please contact:

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