



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



WSCC Emotional Well-Being Learning Collaborative

November Community of Practice Call

CDC National Initiative to Advance Emotional Well-Being in K-12
Education by Preventing Chronic Disease and Promoting Healthy
Behaviors

Priority 2: Emotional Well-Being

**National Center for School Mental Health &
Collaborative for Academic, Social, and Emotional Learning**





Agenda



Welcome & Meet Your Teammates

Connecting WSCC & RISE to Today's Session

Data-Driven Action Planning & Emotional Well-Being

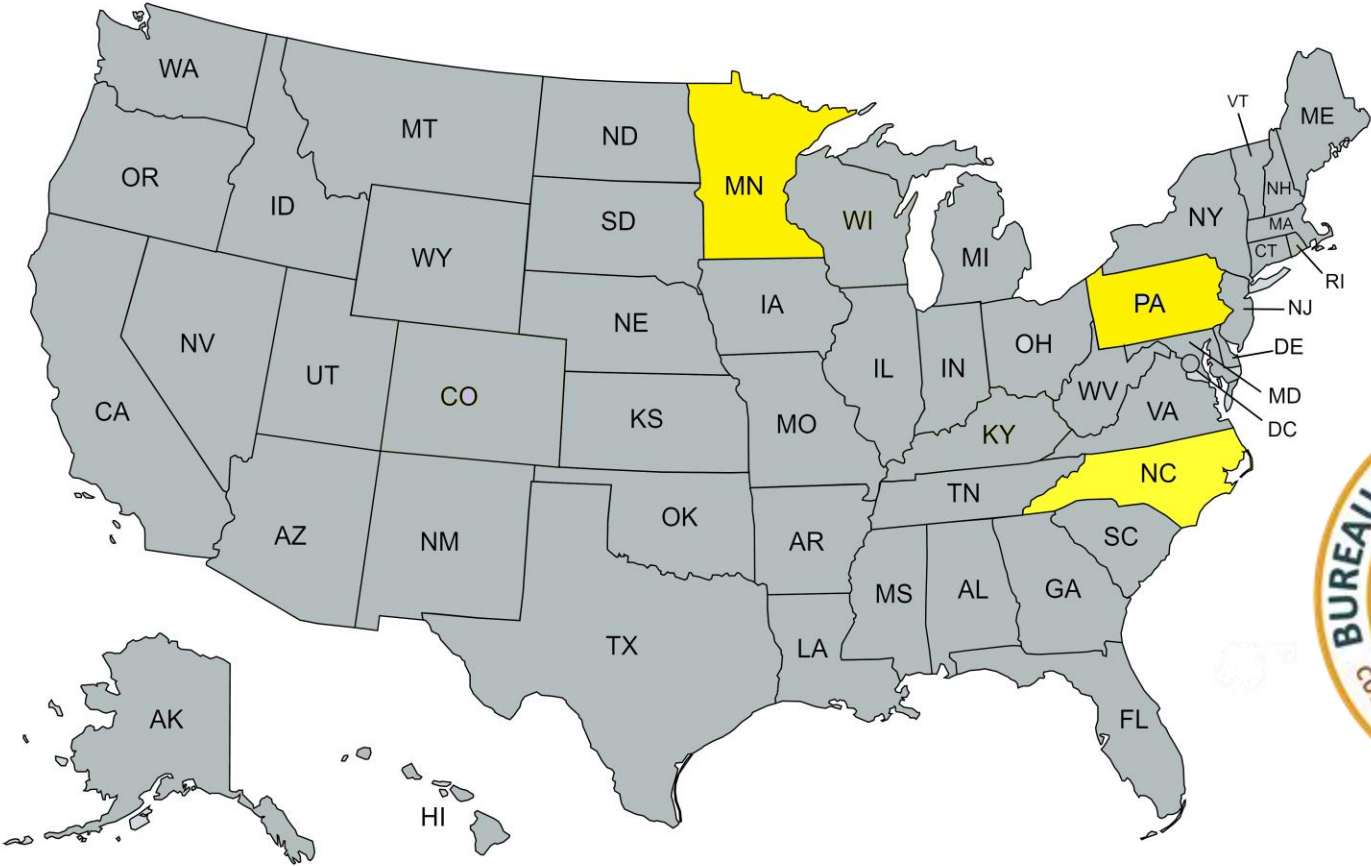
Youth Engagement

Next Steps

Intentional Close & Feedback Survey



Cohort 4





Share Seamlessly, Steal Shamelessly





Meet a New Teammate Breakout Group

- You will be sent to a random breakout room (small groups)
- In your group,
 - Introduce yourself and your role in your state/entity or district
 - What are you hoping to accomplish as part of your participation in the learning collaborative? Why did you want to be a part of this learning collaborative?





Connecting WSCC & RISE



Relationships

Intentional learning experiences

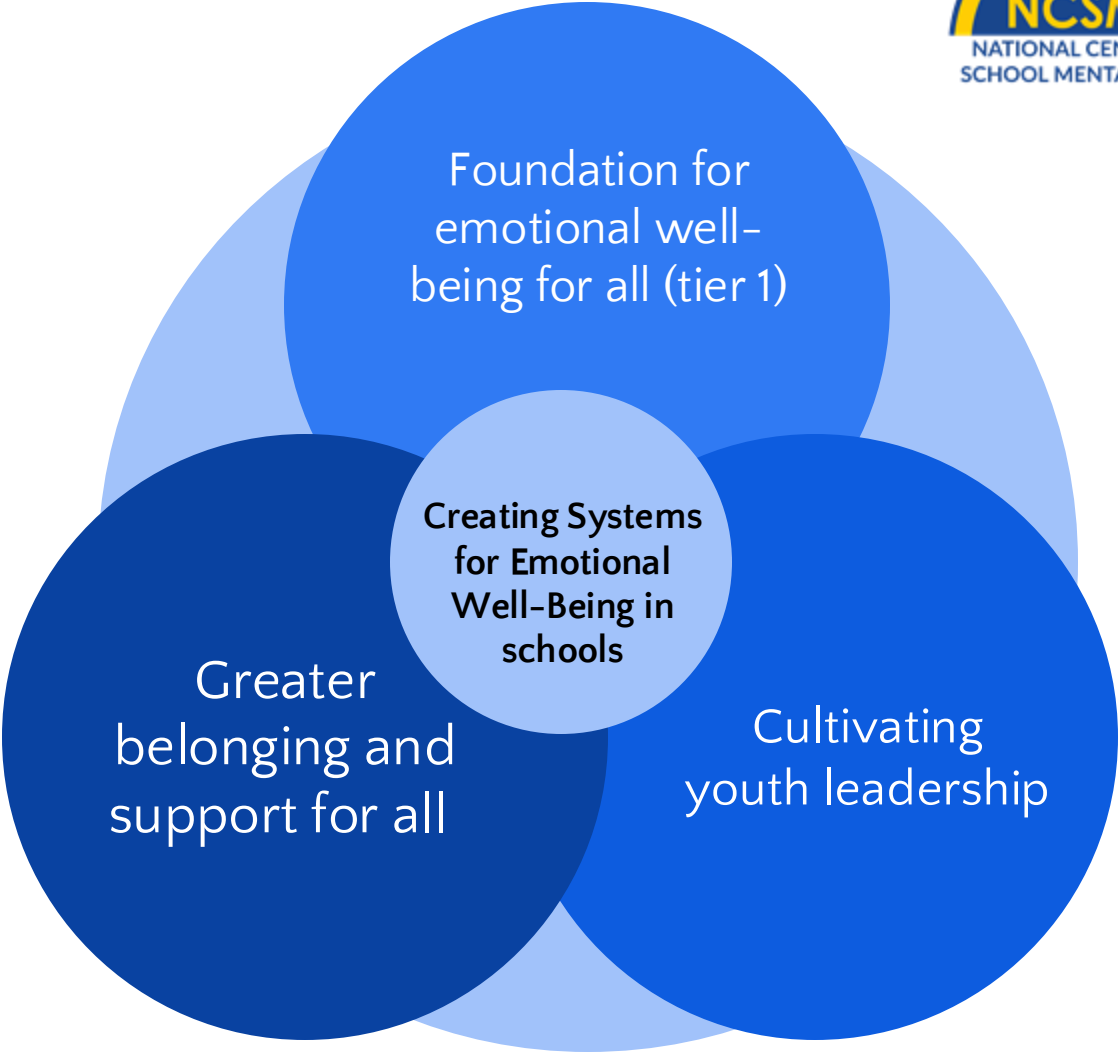
Skills development

Environments that are emotionally safe and promote belonging



WSCC Emotional Well-Being LC

Content Focus
Areas





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Towards data-driven action planning that
promotes emotional well-being





“Improving outcomes for students... requires honest conversations grounded in empathy, relevant data, and shared responsibility that allow us to confront our implicit biases and build awareness of our effectiveness.”

Lead by Learning Playbook

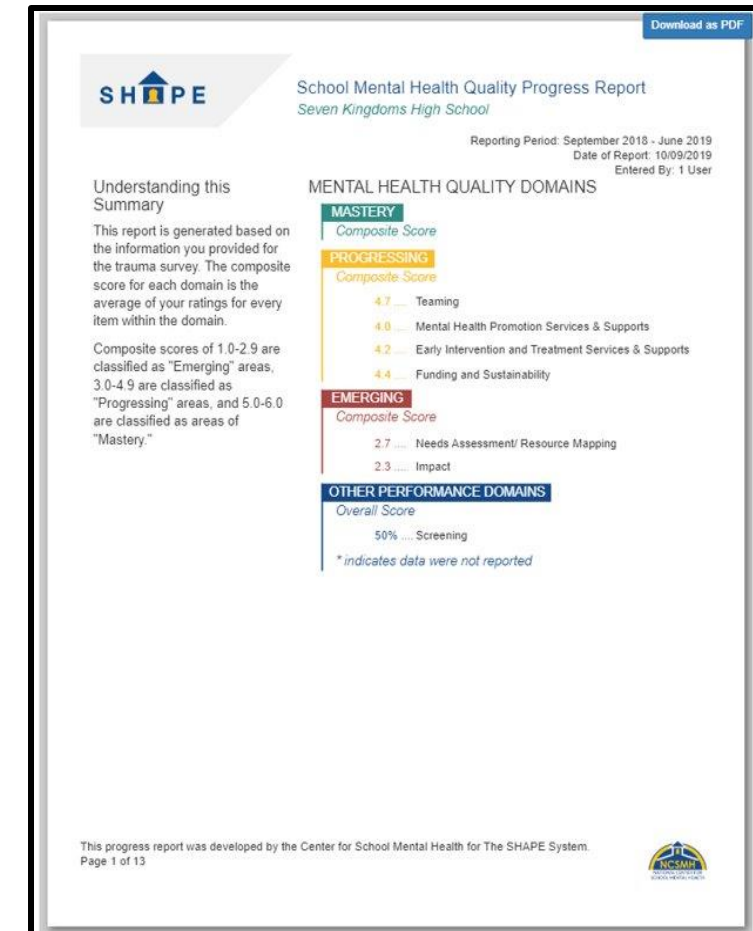


Leveraging SHAPE reports to deepen our understanding of emotional well-being

What to focus on in your reports?

Within our learning collaborative, we are emphasizing the elements of RISE – relationships, intentional learning experiences, skills development, and environments that are emotionally safe and promote belonging.

As you engage in this data reflection, look for patterns and noticings within one or more of these four domains that anchor our emotional well-being work.





The SHAPE System



← → ↻ theshapesystem.com ☆ 🔍 📄

SHAPE School Health Assessment and Performance Evaluation System

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What is **SHAPE**?

◀ A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

Learn More





SHAPE & The WSCC Emotional Well-Being LC

	School Mental Health Profile (SMHP)	School Mental Health Quality Assessment (SMHQA)
Entity	√	
State	√	
Districts	√	√
BIE Schools	√	√



School Mental Health Quality Assessment



Teaming



Needs
Assessment/Resource
Mapping



Mental Health Promotion
Services and Supports
(Tier 1)



Early Intervention
Services and Supports
(Tier 2/3)



Screening



Funding and
Sustainability



Impact



Quality Assessment Summary Report

JEFFERSON UNITED

My Star Status

View Certificate



The School Mental Health Quality Assessment

is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress



Current Reporting Period: September 2018 - June 2019

[Change Reporting Period](#)

[Summary Report](#)

<p>Last completed on: 09/19/2019 Completed by 2 people.</p> <p>Teaming</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Needs Assessment/Resource Mapping</p> <p>Take Survey View Report</p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p>Screening</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Mental Health Promotion Services & Supports</p> <p>Take Survey View Report</p>
--	--	--	--

<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Early Intervention and Treatment Services & Supports</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Funding and Sustainability</p> <p>Take Survey View Report</p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p>Impact</p> <p>Take Survey View Report</p>
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Summary Report

Download as PDF



School Mental Health Quality Progress Report *Seven Kingdoms High School*

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

- 4.7 Teaming
- 4.0 Mental Health Promotion Services & Supports
- 4.2 Early Intervention and Treatment Services & Supports
- 4.4 Funding and Sustainability

EMERGING

Composite Score

- 2.7 Needs Assessment/ Resource Mapping
- 2.3 Impact

OTHER PERFORMANCE DOMAINS

Overall Score

- 50% Screening

** indicates data were not reported*





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Action Planning

- Identifying Emotional Well-Being Area of Focus

Content

- Targeted content from NCSMH/CASEL
- Targeted peer consultation and learning

Small steps to meaningful impact





Assess

Dream
Big

Start
Small





District/School Action Planning

Using the SHAPE report and WSCC LC Action Planning Guide to Action Plan

Review SHAPE report to identify areas of **mastery, progressing & emerging**

Use the **WSCC Action Planning Guide** to identify a small manageable goal that will move the needle regarding school mental health in your district



State/Entity Action Planning

Using the State SMH Profile report and WSCC LC Action Planning Guide to Action Plan

Review the State SMH Profile report to identify areas of focus

Brainstorm a small manageable goal that will move the needle regarding school mental health in your state/entity



WSSC LC Action Planning Guide

The **Action Planning Guide** includes prompts:

- ☐ What is our long-term **goal**?
- ☐ What **resources** do we have to support our goal?
- ☐ What are some **potential barriers** and how will we overcome them?
- ☐ Action steps, person(s) responsible, target dates

Your Team's Job:

- Prioritize 1 area for improvement
- Develop 1 or 2 measurable goals
- Set a plan of action



The form is titled "WSSC LC Action Planning Guide" and features logos for NCSMH and CASEL. It includes a section for "State/District Team:" and "Month/Year of Action:". Below this is a table with five columns: "Domain/Potential Area of Focus", "Need for change (1-10)", "Desire for change (1-10)", "Resources to achieve change (1-10)", and "Barriers to change (1-10)". The table has three rows for data entry. Below the table, there is a prompt to "Select one area from the list above that your team wants to improve:" followed by a line for the selection. Then, there is a section for "GOAL:" with a line for the goal. Below that is a section titled "PLANNING" with a prompt "How will you know if you've achieved success within this goal?" and a line for the response. Finally, there is a section for "Indicators of Success:" with a line for the response. The form also includes a section for "What opportunities exist related to this goal?" with a line for the response.

Domain/Potential Area of Focus	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers



Breakout Group Time





Choose the breakout room discussion that best fits where you are at in the process of data-driven action planning

- **Group 1 – Completing SHAPE Assessments Support: Addressing Your Questions**
- **Group 2 – Putting Data to Work: Setting Goals & Drafting Action Plans**



BREAKOUT ROOM 1 – Completing SHAPE Assessments:

- Where are you in the SHAPE process?
- What questions do you have?



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School Health Assessment
and Performance Evaluation System

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What is **SHAPE?**

A **free**, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states.

[Learn More](#)





Create a SHAPE account.

Welcome to SHAPE!

You're on your way to opening a SHAPE account and gaining access to an array of tools and resources to advance school mental health.

First, we need some basic information to set up your account.
Already have an account? [Log in](#).



First Name *

Last Name *

Email *

Role/Position

At what level are you registering for SHAPE? *

- ☐ **INDIVIDUAL** [Learn more ?](#)
- ☐ **SCHOOL** [Learn more ?](#)
- ☐ **DISTRICT** [Learn more ?](#)
- ☐ **STATE/TERRITORY** [Learn more ?](#)
- ☐ **ENTITY** [Learn more ?](#)

Continue



At what level are you registering for SHAPE? *

- ☐ INDIVIDUAL [Learn more ?](#)
- ☐ SCHOOL [Learn more ?](#)
- ☒ DISTRICT [Learn more ?](#)
- ☐ STATE/TERRITORY [Learn more ?](#)
- ☐ ENTITY [Learn more ?](#)

State/Territory *

Maryland ▼

Are you employed by the district (local education authority)? *

- ☒ Yes
- ☐ No



District

-- Choose district -- ▼

Is your school or district missing? [Click here](#)

Continue



Complete Registration

SHAPE Registration

We want to understand your perspective on school mental health in the school or district that you are most familiar with. Please answer these questions to the best of your knowledge. If you do not know the answer to a question, select "not sure."

Does your school mental health system have universal mental health screening and assessment?	Yes	No	Not sure
Does your school mental health system include universal mental health promotion services and supports at the school or grade level (Tier 1)?	Yes	No	Not sure
Does your school mental health system include selective services and prevention supports to students identified as being at risk for mental health concerns (Tier 2)?	Yes	No	Not sure
Does your school mental health system include indicated, individualized services and supports for students identified with mental health concerns (Tier 3)?	Yes	No	Not sure
Does your school mental health system include evidence-based practices and programs (as identified in the national evidence-based registries)?	Yes	No	Not sure
Does your school mental health system include community partnerships to augment school mental health services and supports provided by the school system?	Yes	No	Not sure
Does your school mental health system use a quality improvement process to understand and improve the comprehensive school mental health system?	Yes	No	Not sure

Submit



Create a Password

Account Activation

Welcome, John Snow!

Create a password for your account with username
kingofthenorth@GOT.edu

Create Password

••••••••

Confirm Password

••••••••

☒ I accept the privacy policy and terms of use.

Activate

[Privacy Policy](#) [Terms of Use](#)



Assessments Currently in SHAPE

School Mental Health Profile (SMHP)

School Mental Health Quality Assessment (SHMQA) & Preschool (SMHQA-PS)

The Trauma Responsive Schools Implementation Assessment (TRS-IA)

Family Engagement in School Mental Health

CARE Schools Assessment

Organizational Well-Being in Schools



School Mental Health Profile



Students Served
and Data Systems



Staffing



Services and
Supports



Students Served and Data Systems

- Number of public schools in the district
- Number of students enrolled in grades K-12
- Availability of the following in schools across the district:
 - Mental Health Screening
 - Tier 1, 2, 3 services and supports
 - Evidence-based practices and programs
 - Community partnerships
 - School mental health Quality Improvement processes
- Data collection and use in the following areas:
 - Attendance/chronic absences
 - Academic achievement (grades, standardized testing)
 - Office discipline referrals
 - Out of school suspensions
 - School climate and safety
- Availability of an electronic data system to identify number of students receiving tier 2 and/or 3 services and supports





Staffing

District school mental health team members (community and school employed)



- Behavioral specialist
- Case manager/care coordinator
- Community mental health supervisor/director
- Cultural liaison/promotora
- Family support partner (family member)
- Nurse practitioner/school nurse
- Occupational therapist
- Parent liaison or parent engagement coordinator
- Peer mediator
- Physician (pediatrician, family medicine)
- Physician assistant
- Professional counselor
- Psychiatrist
- Psychologist
- School counselor/guidance counselor
- School psychologist
- School resource officer
- School social worker
- Social worker
- Substance abuse specialist
- Trainee (e.g., counseling psychiatry, psychology, social work)
- Youth/family advocate
- Other (fill in)



Services and Supports

Availability of tiered services and supports or community referrals for the following student concerns:



- Anxiety
- Attention/hyperactivity
- Bullying
- Depression/suicidal ideation
- Disordered eating
- Grief/loss
- Oppositional or conduct problems/anger management
- Psychosis (hallucinations, delusions)
- Healthy relationships
- Social and emotional skills/character development
- Substance use (alcohol, tobacco, drugs)
- Trauma/PTSD/abuse/neglect/exposure to violence



School Mental Health Profile

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

JEFFERSON UNITED

My Star Status

View Certificate

★

The School Mental Health Profile

collects information related to multi-tiered services and supports, staffing, financing, and data systems based on your district's school mental health system. Your responses will contribute to the National School Mental Health Census, an effort to capture the status of school mental health nationally.

Instructions Printable Version Sample Report

My Progress

Summary Report

Last updated on: 11/01/2019

Students Served and Data Systems

Take Survey View Responses

Last updated on: 11/06/2019

Staffing

Take Survey View Responses

Last updated on: 11/06/2019

Services and Supports

Take Survey View Responses

Indicate which of the following data points your District collected last year and how those data were used. (SMH = school mental health)

Data point	Did you collect it last year?		How was it used? (select all that apply)				
	Yes	No	Identify students for mental health risk	Match/triage students to SMH service delivery	Track individual student progress in SMH interventions	Monitor/ evaluate SMH system outcomes	Was collected but not used for SMH services last year
Attendance/ Chronic Absences							
Academic Achievement (Grades, standardized testing)							
Office discipline referrals							
Out of school suspensions							
School climate/safety							
Other (please describe):____							
Other (please describe):____							


Does your district have an electronic data system to identify the number of students receiving mental health early intervention (Tier 2) and/or treatment (Tier 3) services and supports? (yes /no)

If yes, please describe the system your district used. _____





Reports



School District Mental Health Profile
JEFFERSON UNITED

Last Updated: October 3rd, 2019

Download as PDF

Understanding this Summary

This report is generated based on the information you provided for your School District Mental Health Profile.

This profile provides a snapshot of the structure and operations of your school district's comprehensive school mental health system.

Number of schools in your district:
10


Number of students in grades K-12:
10,000


About Your School District Mental Health Report

Congratulations! Your district's team has been counted in the National School Mental Health Census and achieved Bronze SHAPE recognition for completing the School Mental Health Profile. Complete the National School Mental Health Performance Measures on SHAPE (the Quality Assessments) to achieve Silver and Gold SHAPE Recognition.

Schools and districts who register with SHAPE aspire toward having strong school-community-family partnerships that provide a multi-tiered continuum of evidence-based mental health services to support students, families, and the school community.

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 1 of 6






Students Served and Data Systems
JEFFERSON UNITED

Last Updated: October 3rd, 2019

Services and Supports	Availability				
	Not in place	1-25% of schools	26-50% of schools	51-75% of schools	76-100% of schools
Mental health screening	✓				
Tier 1 services and supports					✓
Tier 2 services and supports		✓			
Tier 3 services and supports			✓		
Evidence-based practices and programs			✓		
Community partnerships		✓			

This profile was developed by the Center for School Mental Health for The SHAPE System.
Page 2 of 6



State School Mental Health Profile

The State Mental Health Profile
will help your state assess several school mental health indicators including: infrastructure, technical assistance and training, state policies, financing, staffing, and emerging SMH issues (including SEL, telepsychiatry, SDH).
The state profile will take approximately 1-2 hours to complete as a team.

[Instructions](#) [Printable Version](#)



State Agencies & Organizations

[Take Survey](#) [View Responses](#)

State Level Leadership

[Take Survey](#) [View Responses](#)

Policy

[Take Survey](#) [View Responses](#)

Funding

[Take Survey](#) [View Responses](#)

Services and Supports

[Take Survey](#) [View Responses](#)

Innovations and Emerging Areas

[Take Survey](#) [View Responses](#)

Staffing and Community Partnered Behavioral Health

[Take Survey](#) [View Responses](#)

Barriers and Resources

[Take Survey](#) [View Responses](#)

State Agencies and Organizations

Please select all organizations actively involved in the advancement of comprehensive school mental health services and supports in your state. Involvement could include leadership, technical assistance and training, funding, advocacy and policy, and service provision.

	Leadership/ Oversight ?	Technical Assistance & Training ?	Funding ?	Advocacy & Policy ?	Service Provision (promotion, prevention, intervention) ?
Education (e.g., state and local education agencies, school board, individual schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early childhood (e.g., Head Start, day care, pre-K)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health (e.g., community health centers, hospital services for children and adolescents, HMOs, state and local health departments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health (e.g., state and local public health departments, organizations, and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral health (integrated mental health and substance use; e.g., state and local behavioral health agencies, organizations and programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Mental Health Quality Assessment



Teaming



Needs
Assessment/Resource
Mapping



Mental Health Promotion
Services and Supports
(Tier 1)



Early Intervention
Services and Supports
(Tier 2/3)



Screening



Funding and
Sustainability



Impact



Quality Assessment

JEFFERSON UNITED

[District SMH-QA Data](#)

My Star Status [View Certificate](#)

The School Mental Health Quality Assessment
is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment comprises seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment Services & Supports, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Report](#)

My Progress

Current Reporting Period: August 2020 - December 2020
[Change Reporting Period](#)

[Summary Report](#)

Domain	Last completed on:	Completed this Reporting Period	Take Survey	View Report
Teaming	02/13/2021	1	Take Survey	View Report
Needs Assessment/Resource Mapping	10/20/2020	0	Take Survey	View Report
Screening	10/20/2020	0	Take Survey	View Report
Mental Health Promotion Services & Supports	10/20/2020	0	Take Survey	View Report
Early Intervention and Treatment Services & Supports	09/27/2019	0	Take Survey	View Report
Funding and Sustainability	09/27/2019	0	Take Survey	View Report
Impact	09/27/2019	0	Take Survey	View Report



Updating your Reporting Period

The School Mental Health Quality Assessment
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[Instructions](#) [Printable Version](#) [Sample Report](#)

Current Reporting Period: June 2019 - May 2020
[Change Reporting Period](#) ?

[Summary Report](#)

Last completed on: 09/22/2021
2 completed this Reporting Period

Teaming

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
1 completed this Reporting Period

Needs Assessment/Resource Mapping

[Take Survey](#) [View Report](#)

Last completed on: 03/16/2021
1 completed this Reporting Period

Screening

[Take Survey](#) [View Report](#)

Last completed on: 10/20/2020
1 completed this Reporting Period

Mental Health Promotion Services & Supports

[Take Survey](#) [View Report](#)

Reporting Period

On choosing a Reporting Period:

- If completing annually, this may be most recent school year (e.g., July 2019 through June 2020).
- If completing for a different time period, indicate a preferred start and end date (e.g. September 2020 through January 2021).
- Please remember to update the reporting period if you are entering new data for a new reporting period.

Starting month

Ending month

Save

06/2019

05/2020

Existing Reporting Periods:

Reporting Periods
01/2019-12/2019
03/2019-02/2020
06/2019-05/2020
06/2019-12/2019
07/2019-12/2019
07/2020-05/2021
08/2020-12/2020
09/2018-06/2019



Introduction Slide

Teaming



School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices. Many schools have teams that meet to discuss and strategize about student mental health issues. Schools may have one team devoted to the full continuum of mental health supports (mental health promotion to early intervention and treatment) or they may have multiple teams that address different parts of the continuum (e.g., school climate team, student support team, Individualized Education Program team, intervention/tertiary care team, Tier 2/3 team, any other team that addresses student mental health concerns). School teams should involve students, families, staff, and community partners that represent diverse cultural identities and backgrounds including diversity of age, disability, ethnicity, gender identity and expression, language, national origin, race, religion, sexual orientation, sex, socioeconomic status. All school teams should prioritize trauma-informed approaches and cultural responsiveness, anti-racism, and equity as they relate to the team's mission, goals, and deliverables.

Next





Questions and Best Practices



To what extent did schools in your district use best practices to ensure their school mental health team is multidisciplinary and diverse? *

Never

Rarely

Sometimes

Often

Almost always

Always

Best practices:

- Use recruitment and hiring practices to attract diverse team members
- Include team members who reflect the diversity of students, families, and staff
- Ensure that representatives of different groups regularly attend and have an active and equitable voice in team meetings and decision-making processes
- Engage school mental health system team members from the following groups:
 - School health and behavioral health staff
 - Teachers
 - School administrators
 - Youth/students
 - Caregivers/families
 - Community health and behavioral health (mental health/substance use) providers
 - Child welfare staff
 - Juvenile justice staff
 - Community leaders
 - Community Schools coordinator
 - English Language Learning educator
 - Homelessness Liaison
 - Family Advocate Representative

Prev

Next



Quality Assessment Summary Report

JEFFERSON UNITED

My Star Status

View Certificate



The School Mental Health Quality Assessment

is designed for teams to assess the comprehensiveness of their school mental health system and to identify priority areas for improvement. The Quality Assessment is comprised of seven domains (Teaming, Needs Assessment/Resource Mapping, Screening, Mental Health Promotion Services & Supports, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[Instructions](#) [Printable Version](#) [Sample Reports](#)

My Progress



Current Reporting Period: September 2018 - June 2019

[Change Reporting Period](#)

[Summary Report](#)

Last completed on: 09/19/2019
Completed by 2 people.

Teaming



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Needs Assessment/Resource Mapping



[Take Survey](#) [View Report](#)

Last completed on: 10/15/2019
Completed by 3 people.

Screening



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Mental Health Promotion Services & Supports



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Early Intervention and Treatment Services & Supports



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Funding and Sustainability



[Take Survey](#) [View Report](#)

Last completed on: 09/27/2019
Completed by 1 person.

Impact




[Take Survey](#) [View Report](#)



Summary Report and Strategic Planning Guide

Download as PDF

 **S H A P E**

School Mental Health Quality Progress Report
Seven Kingdoms High School

Reporting Period: September 2018 - June 2019
Date of Report: 10/09/2019
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the trauma survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

4.7 ... Teaming

4.0 ... Mental Health Promotion Services & Supports

4.2 ... Early Intervention and Treatment Services & Supports

4.4 ... Funding and Sustainability

EMERGING

Composite Score

2.7 ... Needs Assessment/ Resource Mapping

2.3 ... Impact

OTHER PERFORMANCE DOMAINS


Overall Score


50% ... Screening

* indicates data were not reported

This progress report was developed by the Center for School Mental Health for The SHAPE System.

Page 1 of 13



 **S H A P E**

Strategic Planning Guide

Thank you for completing the School Mental Health Quality Assessment. We encourage you to meet with your school mental health team, review your scores on each performance domain provided in this report, and engage in a strategic planning process to improve your school mental health.

Mental Health Quality Guides are available in the Resource Center for each performance domain with action steps and resources to guide improvement. Consider using these materials and this Strategic Planning Guide to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.


Domain	Need for change (1-10) 1=no need 10=great need	Desire for change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____

This progress report was developed by the Center for School Mental Health for The SHAPE System.

Page 9 of 13







“My Schools” Tab

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

JEFFERSON UNITED

SMH-QA Districtwide Report

TRS-IA Districtwide Report

My Star Status

View Certificate

Monitor progress and view SHAPE reports from schools in your district.

Showing 3 of 3

School	Shares Data with District	Star Status	Admins	Team Members	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
HAMILTON HIGH	✓	Blue ★	3	0	View	View	View
LINCOLN ELEMENTARY	✓	Blue ★	4	0	View	View	View
WASHINGTON MIDDLE	✓	Blue ★	3	0	View	View	View



State SHAPE Dashboard



← Return to "jbohenk@psych.umaryland.edu" user Home About Us My Account

Overview

State/Territory Profile

Resource Center

Screening & Assessment

My Districts

My Schools

My State/Territory Account

Massachusetts School Districts

SMH-QA Statewide District Report ? TRS-IA Statewide District Report ?

↓ SMH-QA Statewide District Data ↓ TRS-IA Statewide District Data

Monitor progress and view SHAPE reports from districts in your state/territory.

☰ Showing 421 of 421

1 2 3 4 ... 43

District	Shares Data with State/Territory	Star Status	Admins	Team Members	Entity Team	Mental Health Profile Report	Mental Health Quality Report	Trauma Responsiveness Report
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Add New Team Members and Admins

JEFFERSON UNITED



My Star Status ?

View Certificate



Pending Requests





















+ Add District Admin

District Admins

Showing 11 of 11

District Team
Members

Permissions

Actions	Name	Email	Title	Receive Notifications?	Last Visit
   	Brittany Patterson	bpatterson@som.umaryland.edu		<input type="checkbox"/>	2020/01/15
   	Elizabeth Connors	Elizabeth.connors@yale.edu		<input checked="" type="checkbox"/>	2020/01/09
   	Jane Doe	doe@jane.com		<input type="checkbox"/>	2019/08/15
   	Jill Bohnenkamp	jbohenk@psych.umaryland.edu		<input checked="" type="checkbox"/>	2019/12/03
   	Lauren Harris	harris@3cisd.com	Content Editor	<input checked="" type="checkbox"/>	2020/01/04

Add New District Admin

Username (E-mail Address): *

First Name: *

Last Name: *

Position:

☒ Share data with the district

☐ Notify this user when new users request access to the district

Submit



Learn and Share SHAPE



These resources will help you and your team Learn how to use the SHAPE system and its tools. This page also includes resources to Share information about the system with partners and other stakeholders. We will be continually adding resources to this page. If you have examples of how your team has shared about the SHAPE system or if you have resource suggestions, please e-mail ncsmh@som.umaryland.edu.

Filter by Criteria

School

- ☐ SHAPE Overview and Recruitment
- ☐ How to Use SHAPE
- ☐ Assessments
- ☐ Aligning SHAPE

District

- ☐ SHAPE Overview and Recruitment
- ☐ How to Use SHAPE
- ☐ Assessments
- ☐ Aligning SHAPE

Entity

- ☐ SHAPE Overview and Recruitment
- ☐ How to Use SHAPE
- ☐ Assessments
- ☐ Aligning SHAPE

State

- ☐ SHAPE Overview and Recruitment
- ☐ How to Use SHAPE
- ☐ Assessments
- ☐ Aligning SHAPE

Preschool

- ☐ SHAPE Overview and Recruitment
- ☐ How to Use SHAPE
- ☐ Assessments
- ☐ Aligning SHAPE



Search

Showing 15 of 15 resources.

Per page: 25



Alignment of School Mental Health Quality Frameworks and Tools

Guidance to the Field addresses the intersections of Positive Behavior Interventions and Supports (PBIS), the Interconnected Systems Framework (ISF), and Comprehensive School Mental Health Systems (CSMHS).



How States are Helping Schools and Districts get into SHAPE!



School Mental Health Profile for States

Printable version of the SMH Profile for States.



SHAPE District Account Demonstration





BREAKOUT ROOM 2

- **Putting Data to Work: Setting Goals & Drafting Action Plans**



District/School Action Planning

Using the SHAPE report and WSCC LC Action Planning Guide to Action Plan

Review SHAPE report to identify areas of **mastery, progressing & emerging**

Use the **WSCC Action Planning Guide** to identify a small manageable goal that will move the needle regarding school mental health in your district



State/Entity Action Planning

Using the State SMH Profile report and WSCC LC Action Planning Guide to Action Plan

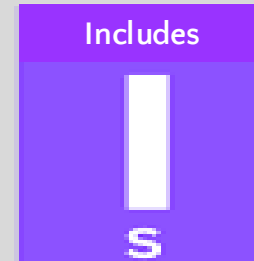
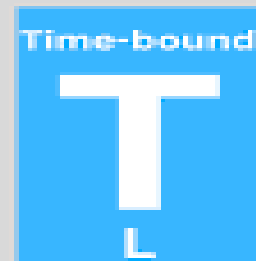
Review the State SMH Profile report to identify areas of focus

Brainstorm a small manageable goal that will move the needle regarding school mental health in your state/entity



Process for Identifying Quality Improvement Goals

1. Complete **SHAPE** assessments
2. Review **School Mental Health Quality Assessment (SMHQA) Report**
3. Choose a **focus area** (i.e., Teaming, Tier 1, etc.)
4. Develop a **SMARTIE** goal and action steps
Specific, Measurable, Achievable, Realistic, Time-bound,
Includes Everyone





Area of focus	Example Goals
Implement a social skills curriculum for Elementary Schools in the district	<ul style="list-style-type: none">• Convene a work group to inform implementation, including diverse stakeholders• Conduct an environmental scan of available Emotional & Social Skills curriculum that fits the needs of the district's student population
Improve data literacy and use	<ul style="list-style-type: none">• Establish a team to review data once a month for 1.5 hours• Identify a team lead to download and disaggregate data prior to each meeting• Elect youth to provide reflections on data
Increase adult knowledge on emotional and social skills & MH to reduce stigma and improve student-teacher relationships	<ul style="list-style-type: none">• Administration will establish 1-hour of protected time for Classroom Wise training each month• Invite youth to speak at faculty meeting once a quarter to provide insight into important topics/current struggles
Build and support Youth Leadership in Overall Emotional Well-Being	<ul style="list-style-type: none">• Establish a Youth advisory council comprised of youth representative of the study body• Start a youth-led emotional well-being awareness campaign

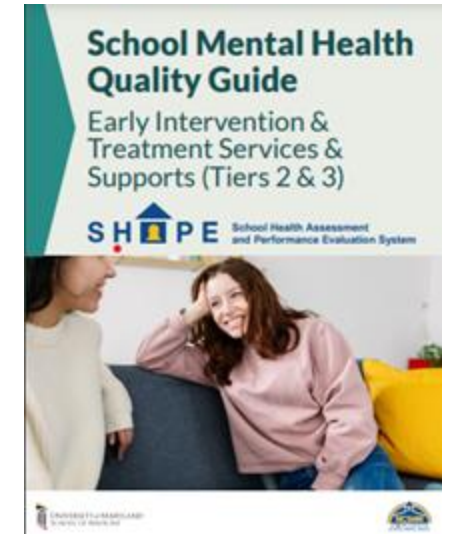
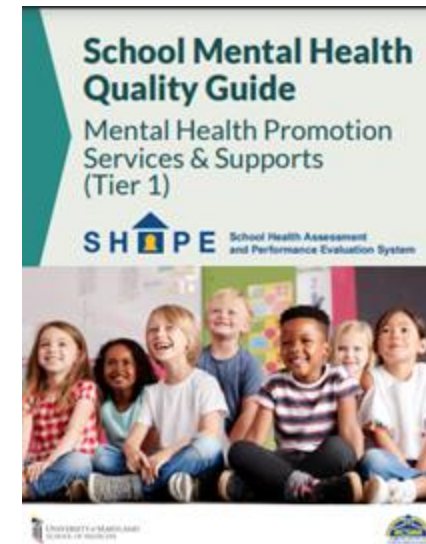


Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources





Engaging in meaningful data reflection

FIRST: Gather data - already done!

SECOND: Individual Reflection

THIRD: Data Reflection

Conversation – Emotional Well-Being for All





Centering emotional well-being for all in our data reflection

How are you:

- Disaggregating data so lack of emotional well-being for all is visible?
- Considering root causes and impact of not including everyone when interpreting data?
- Including students in reflecting and acting on data?
- Partnering with families and community members to improve experiences and outcomes?





Youth Engagement



Youth Leadership

North Carolina

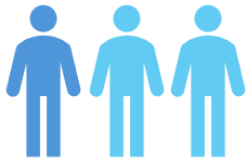


Youth Leadership in North Carolina

November 13, 2025



In NC High Schools:



1 IN 3 REPORT POOR MENTAL HEALTH



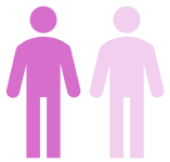
4 IN 10 FELT SAD OR HOPELESS ALMOST DAILY



1 IN 5 CONSIDERED SUICIDE



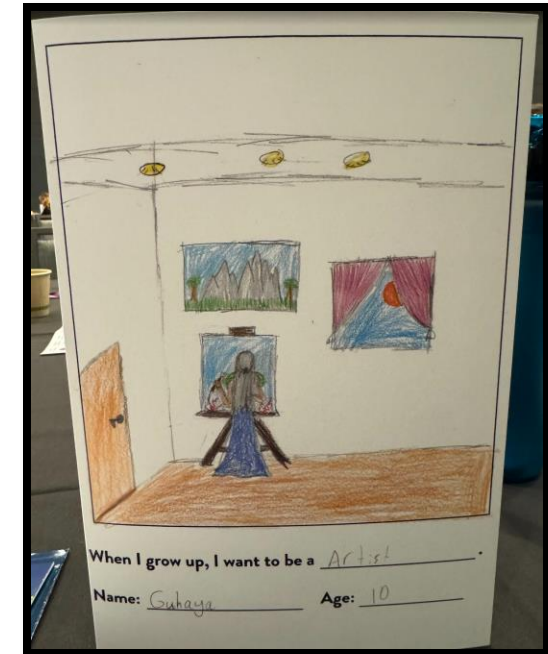
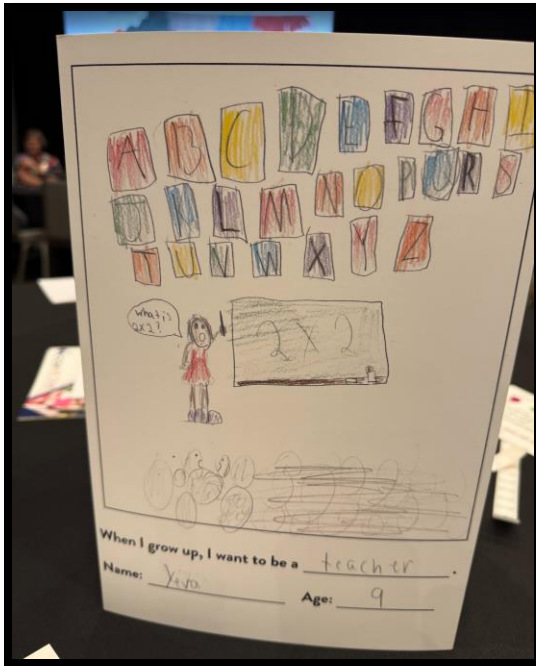
1 IN 10 ATTEMPTED SUICIDE



1 IN 2 WERE UNABLE TO ACCESS NEEDED MENTAL HEALTHCARE

Youth Engagement

- Youth Engagement CoP for SHACs
- Meeting planned for Youth-Serving Organizations
 - WSCC Wellbeing Collaborative 2024 – 2025 Year



Youth Health Advisor (YHA) Team

- The Youth Health Advisor **YHA** team is helping empower NC teens and making sure youth voices are part of Title V work.
- YHA have a social media account with NCDHHS to promote healthy living, share health info, and highlight their projects.
- YHAs will create a YPAR with topics such as mental health in schools and the experiences of youth with special healthcare needs.



Youth Health Advisor (YHA) Team



- Spoke at Wake County school board meeting to advocate for an opt-out option for the YRBS survey, demonstrating strong youth leadership and civic engagement.
- YHA will collaborate on youth messaging around vaping/tobacco prevention, reproductive health, and the 988 crisis line.
- The 25–26 Cohort plans to invite Drew Englander, SOMETHINGS Director of School Partnerships, to explore collaboration opportunities, including:
 - Promoting SOMETHINGS benefits to peers within the school, with permission first.
 - Engaging the YHA social media committee to develop marketing strategies

When Students Lead: Centering Youth Engagement in Action

- Positions youth as co-creators and decision-makers in addressing real issues facing their school community
- Builds student leadership through evidence-based training and peer-led campaigns
- Strengthens youth–adult partnerships and community collaboration
- Cultivates sustainable systems for youth voice and civic engagement



Learn More About When Students Lead at supportiveschools.org/when-students-lead

Center for Supportive Schools: Centering Youth Engagement through Advocacy & Mentorship

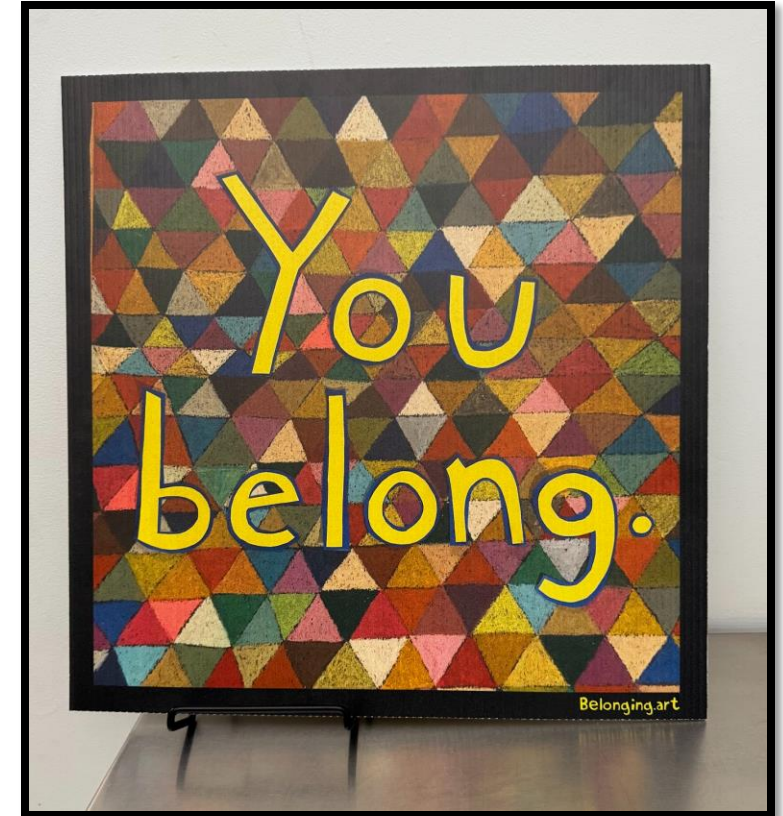
- **When Students Lead (WSL)** Program exemplifies youth engagement when young people lead authentically—with the support from adults in their school community; youth enact community change and schools expand opportunities for authentic student leadership.
- **Peer Group Connection (PGC)** Program develops student leadership through mentorship during critical transition periods for elementary, middle and high school students. Older students serve as mentors to younger students; older students develop leadership capacity through a daily leadership course.



Learn More About The Center for Supportive Schools at supportiveschools.org

NC SEL and Youth Engagement

- The NC SEL Implementation Team is working on bringing more student voice to the state's implementation of social emotional supports in NC public schools
- The NC SEL & Educational Equity CoP will be focusing on Educator Wellness & Youth Engagement this year during their meetings.



Whole School, Whole Community, Whole Child



Healthy Children Learn Better



NORTH CAROLINA
State Board of Education
Department of Public Instruction



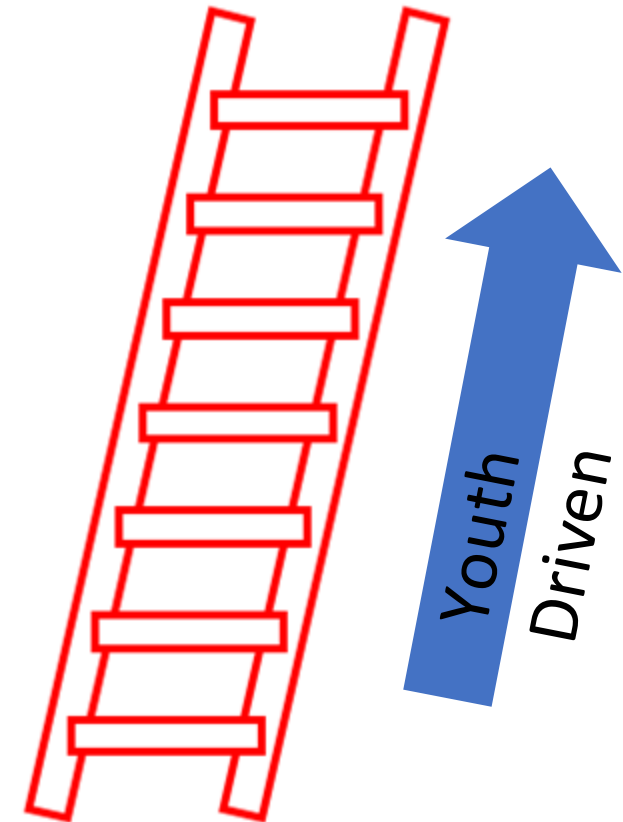
EDUCATION COMMISSION
OF THE STATES



Poll: Ladder of Youth Participation

On which rung is your school or district?

1. Youth Initiated and Directed
2. Youth Initiated, Shared Decisions with Adults
3. Youth and Adult Initiated and Directed
4. Adult Initiated, Shared Decisions with Youth
5. Consulted and Informed
6. Assigned and Informed
7. Tokenism
8. Decoration
9. Manipulation





What Youth Said They Want

- Choice of how to participate
- Options that build on skills/interests
- Clear understanding of roles, tasks, and expectations
- Support and coaching from caring adults
- Be a meaningful partner
- Grow with opportunities to participate in the work
- Connection with others who share a common experience





Trauma-Informed Youth Engagement Practices

Principle	Practical To Dos
Safety	Co-create safety norms with youth.
Trustworthiness & Transparency	Communicate goals and expectations.
Peer Support	Facilitate peer relationship building activities.
Collaboration & Mutuality	Actively invite youth to share their opinions.
Empowerment, Voice & Choice	Use shared decision-making processes.
Belonging	Emotionally safe environments that promote belonging for all.



Youth Engagement Best Practices



- **Respect youth as the expert** on their strengths and needs.
- **Facilitate goal-oriented meetings** – seek to guide conversations towards goal-oriented outcomes.
- **Use a strengths-based approach** – focus on the successes and opportunities from experiences shared.



Youth Engagement Best Practices



- **Ensure fair incentives and compensation** for youth efforts.
- **Engage parents/caregivers** – consider communications sent home, opportunities to share feedback, invitations to meetings, etc.)



Previous Youth Leader Goals

We will run an **after school counseling group** that ...covers topics we decide on as a leadership team, such as **kindness and empathy**, etc.

-BIE

I will promote self-care amongst all students and staff through a **self-care resource bulletin board and weekly self-care activities** during advisory periods. –Colorado

I will develop **spaces in the schools and community for students to not be judged and pressured**, while being assessed and supported to reach their personal goals. I would call these spaces, **FREE SPACE**.-North Carolina

We will create a **mental health google form** to place on to CANVAS for students to access. It will give everyone the opportunity to equally **express their feelings and ideas** no matter who they are. – South Carolina



State Breakout Group Time





Breakout Groups

Main Objective: Prepare sites to work with youth leaders during the Youth Leadership Summit next week.

- Consider concrete strategies you have for engaging youth leaders
- Develop questions that you will ask youth leaders during the summit (example questions on next slide)



Example Questions to ask Youth During the Summit

Relationships

Intentional learning experiences

Skills development

Environments that are emotionally safe and
promote belonging

- We've heard from students that it's important for them to feel safe and supported in their relationships with their peers and their teachers. **What would you like to see us do more of to help youth feel safe in relationships with teachers?**
- **What are some creative ways for learning new skills in schools that would get youth excited about learning?**
- **What would you like to see your teachers do to make your classroom and your school feel more inclusive and promote belonging of all students?**



Youth Leadership Summit



- **November 18 & 20, 2025, 12–2 PM EST/11–1 PM CST/10–12 PM MST**
- Participants: Youth Leaders; District Youth Liaisons, & all District & State team members
 - ***Submit Parent Permission Forms ASAP by November 18th***
 - *Calendar invite will be sent to youth when we receive their Parent Permission Forms*
 - *Refer to 'School Logistics Checklist'*



Youth Leadership Summit – Overview

Day 1

- Why are we here?
- Where do Youth Leaders fit in?
- Framing our Learning
 1. Understanding Emotional Well-Being for All
 2. Environments



Day 2

- Framing our Learning
 - Relationships
 - Intentional Learning Experiences & Skills Development
- **Adult & Youth Leaders Conversation**



Goal Setting & Making Progress with Your Goal

Sharing your goal progress: in our monthly calls, each school/district will have time to provide an update on their goal:

- Is your district/school making progress on the goal?
- Describe the status of your goal and/or challenges
- What support/resources do you need from us?

Support your district/school in tracking:

- What is working? What needs more support?
- Your progress and celebrating your small wins!



Sharing Your Goal

- Submit your state/district/school goal
 - Google Form:
<https://forms.gle/ebU9V1YrfKLsZKYZ6>
 - QR Code





Intentional Close

What are you most excited about for Youth Leadership this year?





Action Items

1. Take time to focus on your own well-being.

2. Submit youth leader permission forms ASAP by November 18th.

3. Meet as a team to continue to engage in data reflection & refine your action planning goal.

4. Submit your State/District/School Goal by December 9th.



Feedback Survey

- Please take 1-2 minutes to provide feedback on today's session
- Click on the link in the chat OR;
- Scan the QR Code



2:00



Thank you for joining today!

Next Monthly Call:
December 9th, 2025

