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# School Mental Health Matters:

## Strengthening Local School Mental Health Systems



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# Agenda

1. Overview and Welcome
2. Introduction to the School Health Assessment and Performance Evaluation (SHAPE) System
3. SHAPE System in Practice: Del Norte Unified School District
4. California Center for School Climate Opportunities

# California Center for School Climate Goals

Relevance	Data	Connection	Partnership
Deliver relevant, responsive, and engaging technical assistance on a variety of school climate topics that meet LEAs and schools where they are	Support LEAs and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates	Serve as a connector across the state to promote and disseminate best practices	Support LEAs and schools in building partnerships with education partners in creating a supportive school climate for all



CCSC Website QR Code



# Welcome



**Hilva Chan**

**Education Program Consultant**

**California Department of Education**





# Project Cal-Well



Project Cal-Well Website QR Code

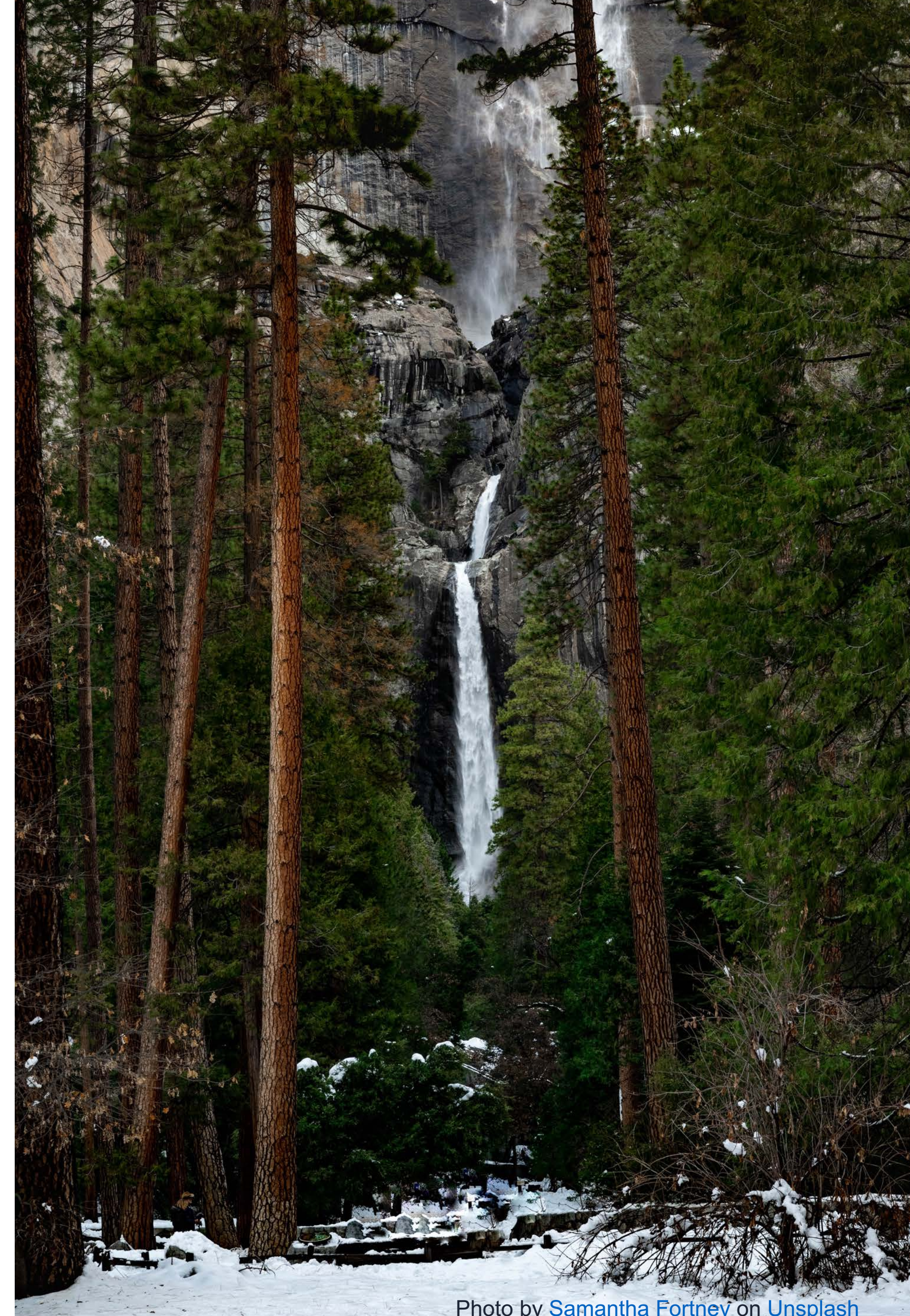


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# Poll

## QUESTION:

What organization do you represent?





# Introduction



**Elizabeth Connors, PhD**

**Assistant Professor of Psychiatry, Yale School of Medicine  
Adjunct Assistant Professor at the University of Maryland  
School of Medicine**





# National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



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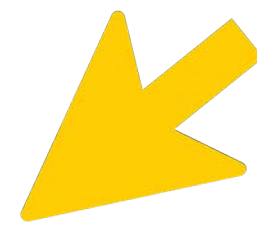


Visit the NCSMH website at  
[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)





# The SHAPE System



theshapesystem.com

SH

PE

School Health Assessment  
and Performance Evaluation System

Home

About Us

Sign up

Log in

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





# Welcome Video



## Welcome to SHAPE

From our school mental health quality assessment and resource library, to custom reports and a library of free and low-cost screening and assessment measures, SHAPE has the tools teams need to improve school mental health programming and sustainability in schools, districts, and states/territories. Take the tour to learn more. ➔





# Homepage

Improve student mental health in your schools, districts, and states. Sign up for:

[Myself](#)

[My School](#)

[My District](#)

[My State](#)

SHAPE helps schools and districts improve their school mental health systems! HOW?



## SHAPE Features

[School & District Profiles](#)

[Quality Assessment & Resources](#)

[State and District Dashboard](#)

[Screening & Assessment Library](#)

[Trauma Responsive Schools Assessment](#)



Collects information and provides a snapshot of the multi-tiered services and supports, staffing, financing and data systems of school and district comprehensive school mental health systems.

[Printable school version](#)

[Printable district version](#)



## School Mental Health Policy Map

The *School Mental Health Policy Map* displays and links to key state-level policies and information related to school mental health. Decision makers, state and local leaders, and school mental health stakeholders can use this map to better understand the school mental health landscape in their state and across the country. Inclusion of a policy on the map does not indicate endorsement of policies or that a policy is implemented to fidelity.

The NCSMH will regularly update and add to this map. If you see something missing or outdated from your state in one of the categories, please e-mail the NCSMH at [ncsmh@som.umaryland.edu](mailto:ncsmh@som.umaryland.edu) with the subject line "Map Update."

To help understand your own state's school mental health landscape, we encourage state leaders to create a state account on the SHAPE System and complete the State School Mental Health Profile. Information shared will be only shared in aggregate.

### Categories

#### Alternatives to Exclusionary Discipline

Bullying Prevention

Culturally Responsive Teaching

Every Student Succeeds Act (Chronic Absenteeism and School Climate)

Funding

Mental Health Staff-to-Student Ratios

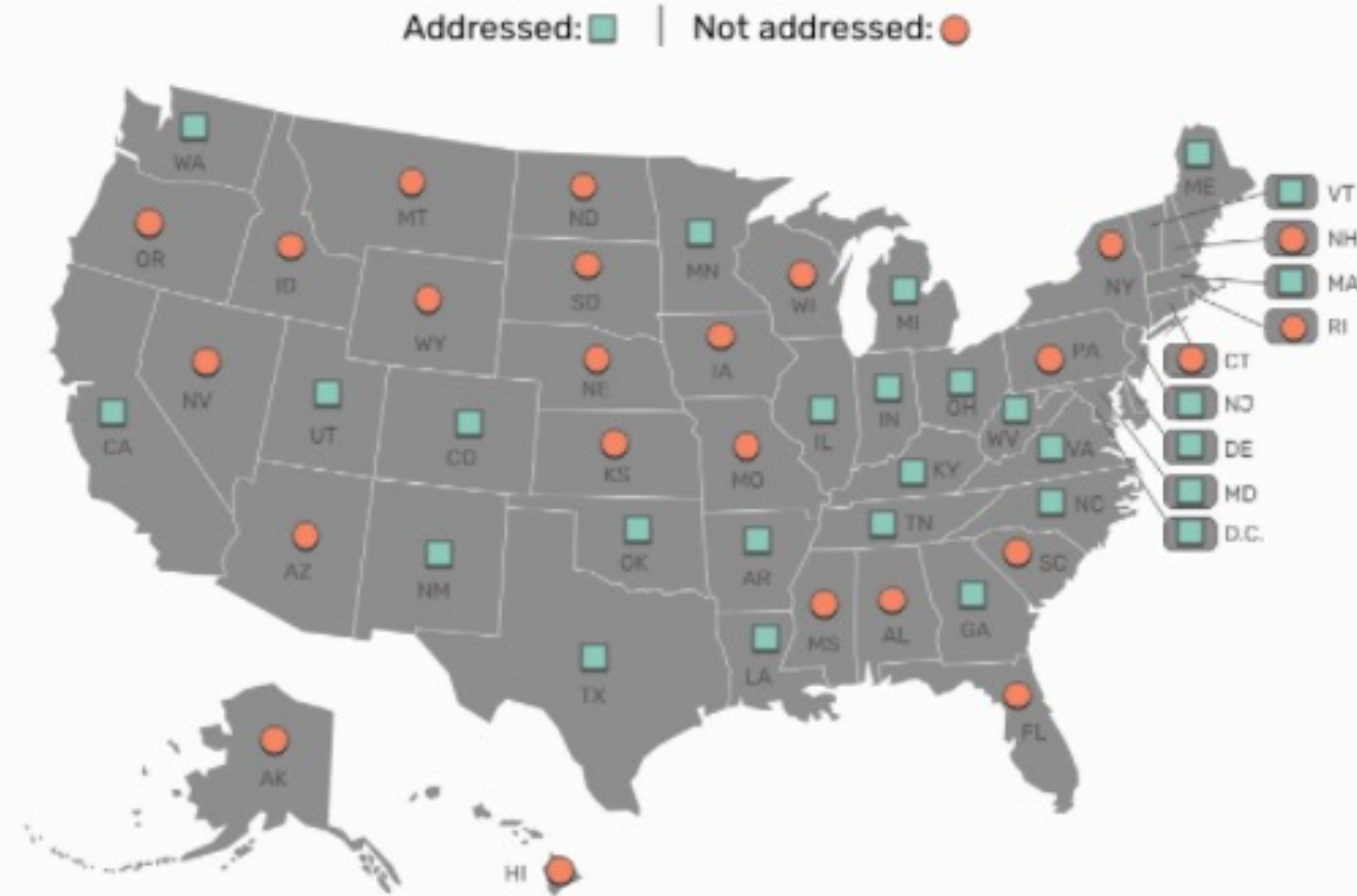
Social Emotional Learning

Suicide Prevention

Professional Development: Trauma

Exclusionary discipline policies, such as suspensions or expulsions, can have long-term negative consequences on youth (e.g. school dropout and involvement in the [juvenile justice system](#)) and school climate ([White House Report: The Continuing Need To Rethink Discipline](#); [HHS and U.S. DoE Policy Statement on Exclusionary Discipline](#)). Although federal data demonstrate steady declines in suspensions and expulsions, data indicate that students of color and students with disabilities continue to be disproportionately [suspended or expelled](#).

Several states have addressed the negative consequences and disparities related to exclusionary discipline by enacting policies that direct schools and districts to eliminate or reduce punitive discipline practices and/or implement restorative practices.



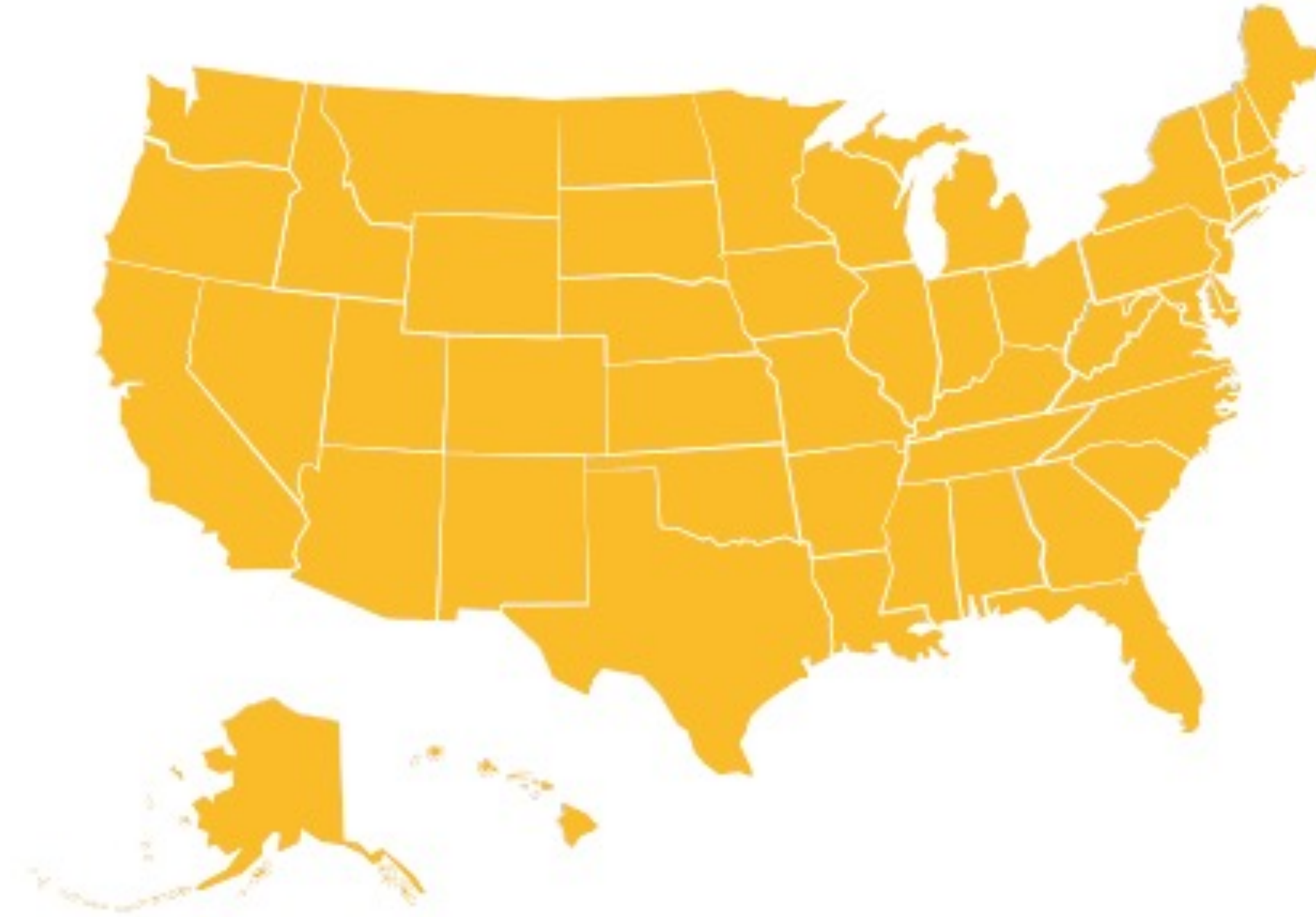




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# ALL 50 STATES AND OVER 15,000 SCHOOLS ARE ENGAGED IN SHAPE



Funded in part by the  
Health Resources and  
Services Administration

[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)  
[www.theshapesystem.com](http://www.theshapesystem.com)



Facebook.com/  
CenterforSchoolMentalHealth

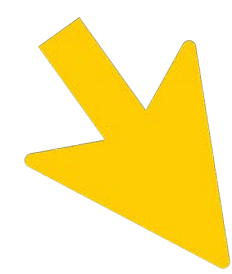


@NCSMHtweets





# Sign Up



School Health Assessment  
and Performance Evaluation System

## 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**

**State \***

Continue





## Create a SHAPE account.

Welcome to SHAPE!

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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 ?](#)

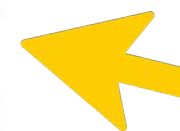


Continue





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 \*

-- Choose state/territory --



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](#)



# Overview Page

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

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My Star Status

View Certificate



Welcome to SHAPE! Explore all that SHAPE has to offer to improve your district's school mental health system.



## School Mental Health Profile

Teams are encouraged to start with The School Mental Health Profile, which asks about the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.



## Quality Assessment

The Quality Assessment will help your team assess the quality of your school mental health system based on seven domains. Teams receive a custom report based on responses.



## Resource Center

The Resource Center includes publicly available resources selected by school mental health experts. The library is divided by key components of a comprehensive school mental health system. Teams are encouraged to use custom reports from the Quality Assessment to navigate the resource library and guide the selection of appropriate resources.



## Screening and Assessment Library

The Screening and Assessment Library offers an extensive list of free and low-cost measures related to school mental health.



## Trauma Responsiveness

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is an evidence-informed self-assessment. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.



## My Schools

View data related to school mental health from schools in your district in the My Schools tab.





# School Mental Health Profile

[Overview](#)

[School Mental Health Profile](#)

[Mental Health Quality](#)

[Resources](#)

[Screening & Assessment](#)

[Trauma Responsiveness](#)

[My Schools](#)

[My District Account](#)

JEFFERSON UNIVERSITY

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](#)





# School Mental Health Profile

Mental Health Profile

Students Served and Data Systems

The School Mental Health Profile documents the structure and operations of your school mental health system. This Profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.

**Instructions:** Complete this assessment with an existing team or identify a new team. Broad and diverse participation ensures meaningful assessment, successful planning, and implementation. Your team may include school- or community-employed staff and other partners and stakeholders, including youth and families. Please respond to these questions based on the past school year.

We anticipate most districts will have schools with a range of progress in school mental health, a variety of data collection and reporting strategies, and other characteristics queried on this profile. However, we ask that you do your best to respond on behalf of your whole district based on the data you have access to and can estimate.

**What if we have difficulty answering a question?** If you don't have the data to report, you can skip the question. Also, many teams need to leave some questions blank and come back to them later (you can still proceed and return to update this profile at any time). Further, no team can tackle all parts of their school mental health system at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your school mental health system over time.

[Download a printable version of the School Mental Health Profile for Districts](#)

Next

School Mental Health Profile

Students Served and Data Systems

To the best of your knowledge, are the following school mental health services and supports in place in your school? See notes below for further explanation.

Services and Supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Mental health screening	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 1 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 2 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Tier 3 services and supports	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Evidence-based practices and programs (as identified in national evidence-based registries)	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Community partnerships to augment school mental health services and supports provided by the school system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools
Quality improvement process to understand and improve the comprehensive school mental health system	Not in place	Available in 1-25% of schools	Available in 26-50% of schools	Available in 51-75% of schools	Available in 76-100% of schools





# School Mental Health Profile

Overview

School Mental Health Profile

Mental Health Quality

Resources

Screening & Assessment

Trauma Responsiveness

My Schools

My District Account

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My Star Status ?

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### 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.

InstructionsPrintable VersionSample Report


### My Progress



Summary Report

Last updated on: 11/01/2019


Students Served and Data Systems



Take SurveyView Responses

Last updated on: 11/06/2019


Staffing



Take SurveyView Responses

Last updated on: 11/06/2019

Services and Supports



Take SurveyView 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

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Download as PDF

Last Updated: October 3rd, 2019

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







# Quality Assessment

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**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

<div>Last completed on: 09/16/2019 Completed by 2 people.</div> <div>Teaming</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Needs Assessment/Resource Mapping</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 10/15/2019 Completed by 3 people.</div> <div>Screening</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Mental Health Promotion Services &amp; Supports</div> <div></div> <div>Take Survey View Report</div>
<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Early Intervention and Treatment Services &amp; Supports</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Funding and Sustainability</div> <div></div> <div>Take Survey View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Impact</div> <div></div> <div>Take Survey View Report</div>	





# Updating your Reporting Period

**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, Early Intervention and Treatment, Funding and Sustainability, Impact). Your team will receive custom reports as you complete each domain.

[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](#)

## Existing Reporting Periods:

Reporting Periods	
	<a href="#">01/2019-12/2019</a>
	<a href="#">03/2019-02/2020</a>
	<a href="#">06/2019-05/2020</a>
	<a href="#">06/2019-12/2019</a>
	<a href="#">07/2019-12/2019</a>
	<a href="#">07/2020-05/2021</a>
	<a href="#">08/2020-12/2020</a>
	<a href="#">09/2018-06/2019</a>





# 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

Teaming

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





### Teaming



- Have multidisciplinary team
- Use best practices for meetings, role delineation, and data sharing
- Avoid duplication and promote efficiency
- Make mental health referrals to school-based and community-based services
- Meaningfully involve youth and families
- Facilitate effective school-community partnerships
- Address each tier of the multi-tiered system of support
- Use data to determine service needs

### Needs Assessment/ Resource Mapping



- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment to determine appropriate services and supports
- Conduct or access current resource mapping
- Use current resource map to inform decisions about services and supports
- Align existing mental health services and supports

### Mental Health Promotion Services & Supports

TIER 1

- Allocate time for staff to deliver needed Tier 1 evidence-informed services
- Determine evidence to support Tier 1 services
- Ensure Tier 1 services match unique school considerations
- Support training and monitor fidelity for Tier 1 services
- Assess and improve school climate and staff well-being
- Determine and implement school-wide positive behavior expectations
- Reduce exclusionary discipline practices
- Proactively build healthy relationships and community
- Promote mental health literacy
- Support social & emotional learning

### Early Intervention and Treatment Services & Supports

TIER 2&3

- Determine evidence to support Tiers 2 & 3 services
- Ensure Tiers 2 & 3 services match unique school considerations
- Support training for Tiers 2 & 3 services
- Monitor fidelity of Tiers 2 & 3 services
- Monitor individual student progress across tiers
- Implement systematic protocol for crisis response
- Create SMART intervention goals
- Place staff with allocated time to deliver needed Tier 2 evidence-informed services
- Place staff with allocated time to deliver needed Tier 3 evidence-informed services

### Screening



- Screen for student distress and well-being to identify and refer students for additional supports.

### Impact



- Document and report the impact of your comprehensive school mental health system on educational, social/emotional/behavioral and services outcomes to a wide range of stakeholders

### Funding and Sustainability



- Use multiple and diverse funding and resources
- Leverage funding and resources to attract potential contributors
- Have strategies to retain staff
- Maximize expertise and resources of all stakeholders
- Monitor federal, state, and local policies that impact funding
- Support funding and resources at each tier
- Maximize opportunities to bill for eligible services





# Domain Reports

SHAPE

Teaming

Reporting Period: September 2018 - June 2019  
Date of Report: 10/07/2019  
Entered By: 2 Users

**About 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).


*Need resources?* The SHAPE Resource Library offers a wide variety of tools and resources to help your team improve your school mental health system. The library is organized by Quality Domain to help you locate exactly what you need.

For example, to find resources related to forming a multidisciplinary team or partnerships with the community and youth and families, select "Teaming" in the resource library and filter by "Partners."

The district team who completed this assessment reported the following information about the quality of teaming in your schools:

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

Page 1 of 5




SHAPE

Teaming

Reporting Period: September 2018 - June 2019  
Date of Report: 10/07/2019  
Entered By: 2 Users

**For schools in your district**

OVERALL COMPOSITE SCORE: 3.3



Partners	Score	Description
Multidisciplinary teams	3	
Youth and family partnership	3	
Community partnerships	3	

**Structure/Process**


Addresses all tiers	3	
Avoid duplication and promote efficiency	2	
Best practices for meetings	5	
Delineated roles/responsibilities	4	
Effective referral processes	3	

**Data**

Data based decisions for interventions	2	
Data sharing	2	

**District support**


OVERALL COMPOSITE SCORE: 1.9



District Support	Score	Description
Establish and disseminate written, standard policies and procedures	1	
Support implementation	2	
Monitor implementation	1	
Supports	2	

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

Page 1b of 5







# Strategic Planning Guide



## Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: \_\_\_\_\_

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: \_\_\_\_\_

**What opportunities exist related to this goal?**

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

**What barriers exist related to this goal?**

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?





# Monitor Progress

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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

Current Reporting Period: September 2018 - June 2019  
[Change Reporting Period ?](#)

Summary Report

Last completed on: 09/16/2019  
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







# “My Star Status”

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, 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

<div>Last completed on: 09/18/2019 Completed by 2 people.</div> <div>Teaming</div> <div></div> <div>Take Survey   View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Needs Assessment/Resource Mapping</div> <div></div> <div>Take Survey   View Report</div>	<div>Last completed on: 10/15/2019 Completed by 3 people.</div> <div>Screening</div> <div></div> <div>Take Survey   View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Mental Health Promotion Services &amp; Supports</div> <div></div> <div>Take Survey   View Report</div>
<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Early Intervention and Treatment Services &amp; Supports</div> <div></div> <div>Take Survey   View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Funding and Sustainability</div> <div></div> <div>Take Survey   View Report</div>	<div>Last completed on: 09/27/2019 Completed by 1 person.</div> <div>Impact</div> <div></div> <div>Take Survey   View Report</div>	





# Star Recognition

Download as PDF



## BRONZE LEVEL SHAPE RECOGNITION

### BENTLEY

has hereby completed the School Mental Health Profile and has been counted in the National School Mental Health Census.

Presented by: The National Center for School Mental Health

On this day: Wednesday, November 20th, 2019

Download as PDF



## SILVER LEVEL SHAPE RECOGNITION

### ESSEX AGRICULTURAL AND TECHNICAL INSTITUTE

has hereby completed the School Mental Health Profile and at least one domain of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health

On this day: Wednesday, November 20th, 2019

Download as PDF



## GOLD LEVEL SHAPE RECOGNITION

### JEFFERSON UNITED

has hereby completed the School Mental Health Profile and all domains of the School Mental Health Quality Assessment.

Presented by: The National Center for School Mental Health


On this day: Wednesday, November 20th, 2019





# 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: 09/16/2019 Completed by 2 people.</p> <p><b>Teaming</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Needs Assessment/Resource Mapping</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 10/15/2019 Completed by 3 people.</p> <p><b>Screening</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Mental Health Promotion Services &amp; Supports</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>
<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Early Intervention and Treatment Services &amp; Supports</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Funding and Sustainability</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	<p>Last completed on: 09/27/2019 Completed by 1 person.</p> <p><b>Impact</b></p>  <p><a href="#">Take Survey</a> <a href="#">View Report</a></p>	





# Summary Report and Strategic Planning Guide

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

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





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







# Customize Reports

Start Date

End Date

Domain

Entered By

Report Type

Generate Report

09/2018

06/2019

7 Domains

4 Users

Average

Download as PDF

SHOPE

School Mental Health  
JEFFERSON UNIVERSITY

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

3.3 .... Teaming

3.9 .... Needs Assessment/ Resource Mapping

3.6 .... Funding and Sustainability

4.3 .... Needs Assessment/ Resource Mapping District Support

3.8 .... Funding and Sustainability District Support

3.0 .... Impact District Support

EMERGING

Composite Score

2.6 .... Mental Health Promotion Services & Supports

2.8 .... Early Intervention and Treatment Services & Supports

2.5 .... Impact

1.9 .... Teaming District Support

2.5 .... Mental Health Promotion Services & Supports District Support

2.3 .... Early Intervention and Treatment Services & Supports District Support

2.0 .... Impact District-Level Documenting and Reporting

OTHER PERFORMANCE DOMAINS

Overall Score

50% .... Screening

4.9 .... Screening District Support

18 - June 2019

Report: 10/07/2019

Entered By: 4 Users





# Resource Library

- Overview
- School Mental Health Profile
- Mental Health Quality
- Resources**
- Screening & Assessment
- Trauma Responsiveness
- My Schools
- My District Account

The **Resource Center** houses publicly available resources representing key components of comprehensive school mental health. Teams are encouraged to use custom reports from the Quality Assessment to navigate the Resource Center and guide the selection of appropriate resources.

- Mental Health Quality
- + Trauma Responsiveness**

Filter by Criteria

Teaming

- All Teaming Resources
- Partners
- Structure/Process

Needs Assessment/Resource Mapping

- All Needs Assessment/Resource Mapping Resources
- Needs Assessment
- Resource Mapping and Implementation
- Alignment

Screening


- All Screening Resources
- Collaboration




Search

Showing 228 of 228 resources.

Per page: 25



A Blueprint for Using Data to Reduce Disparities/Disproportionalties in Human Services and Behavioral Health Care





A Framework for Effectively Implementing Evidence-Based Programs and Practices (EBPs)





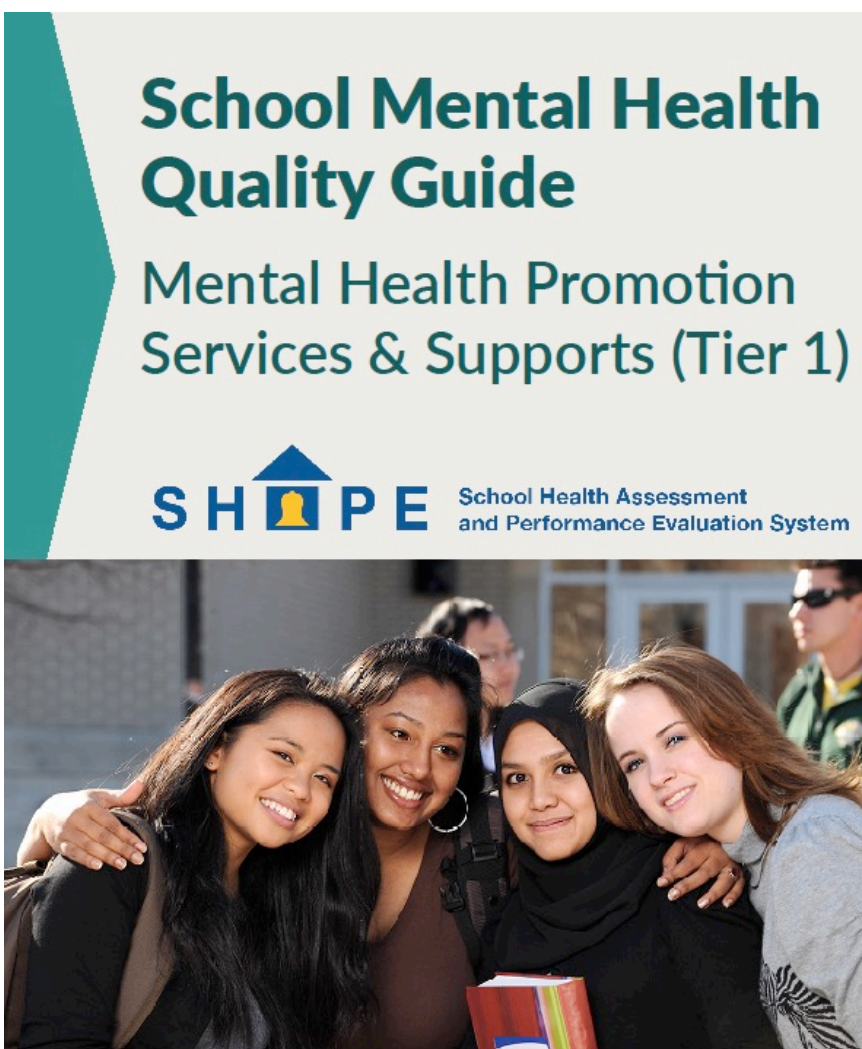
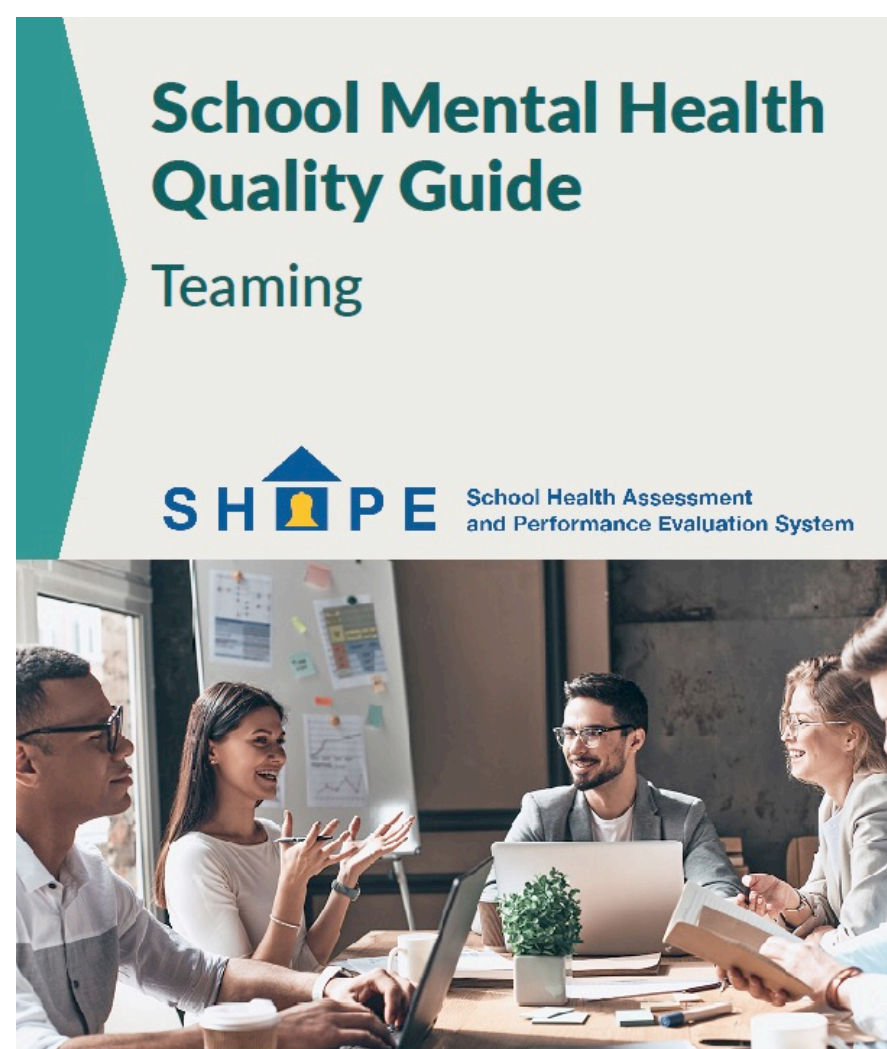
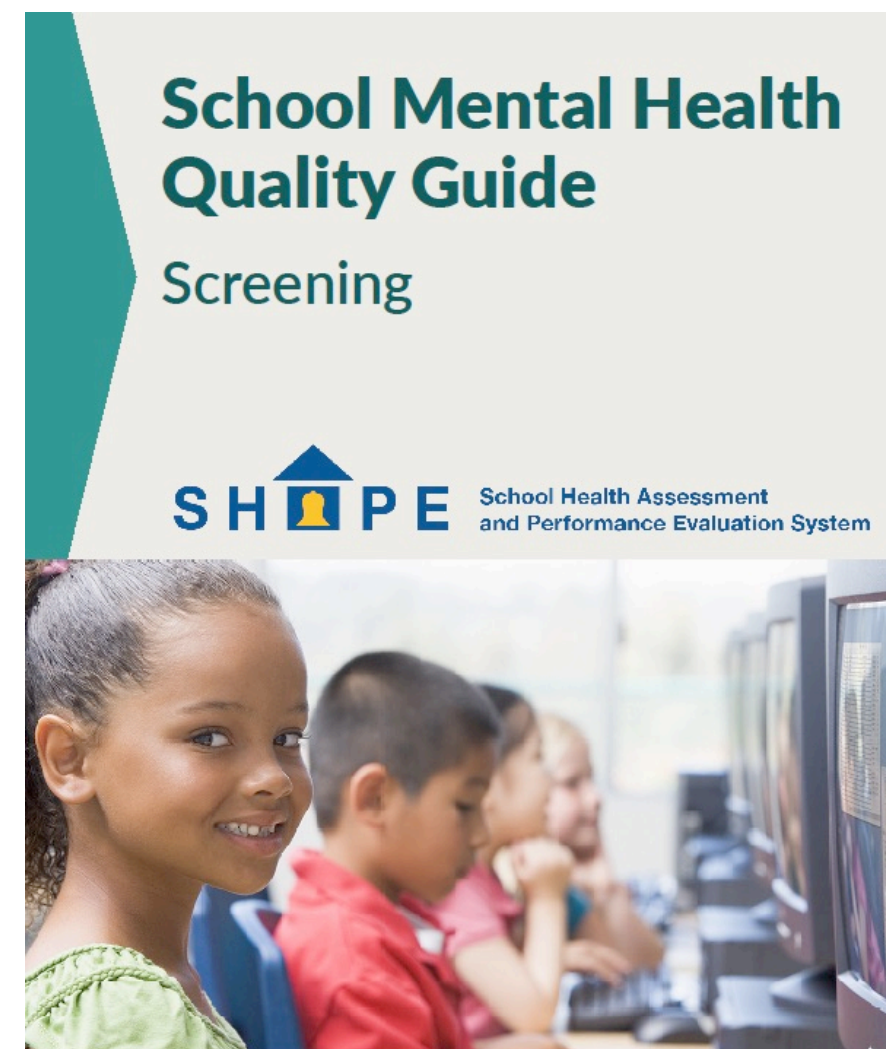
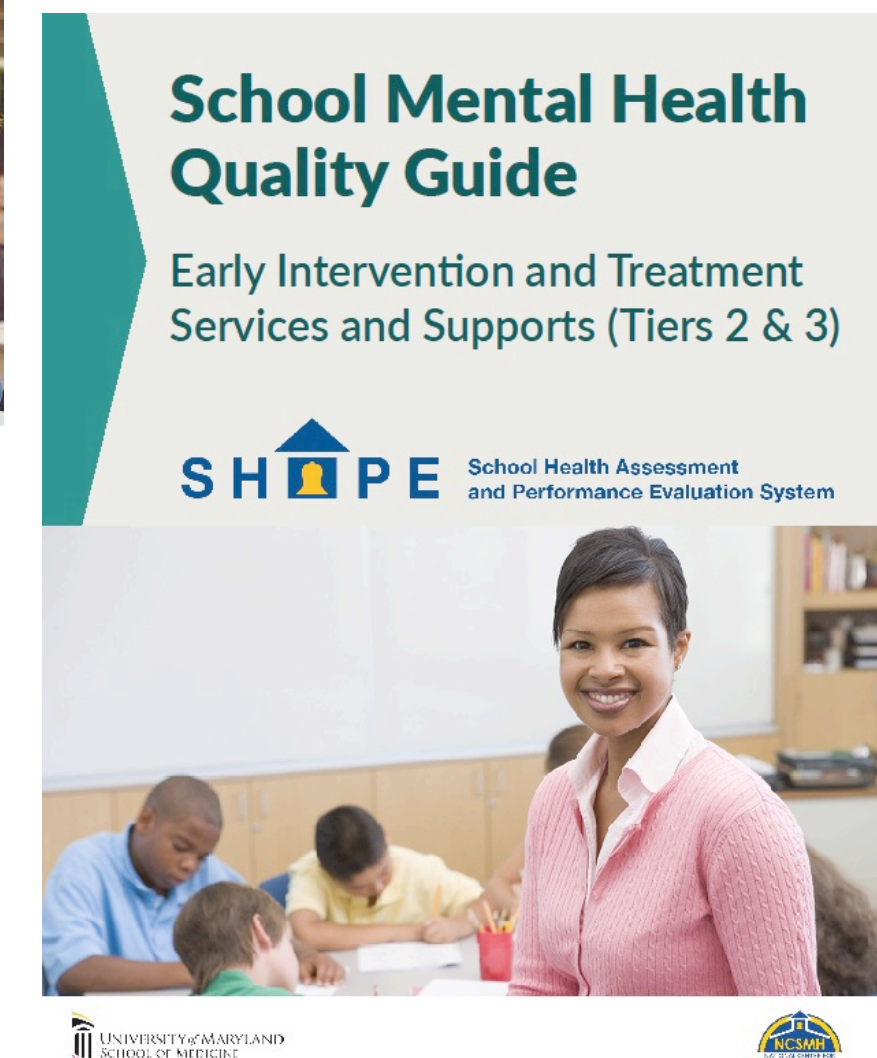
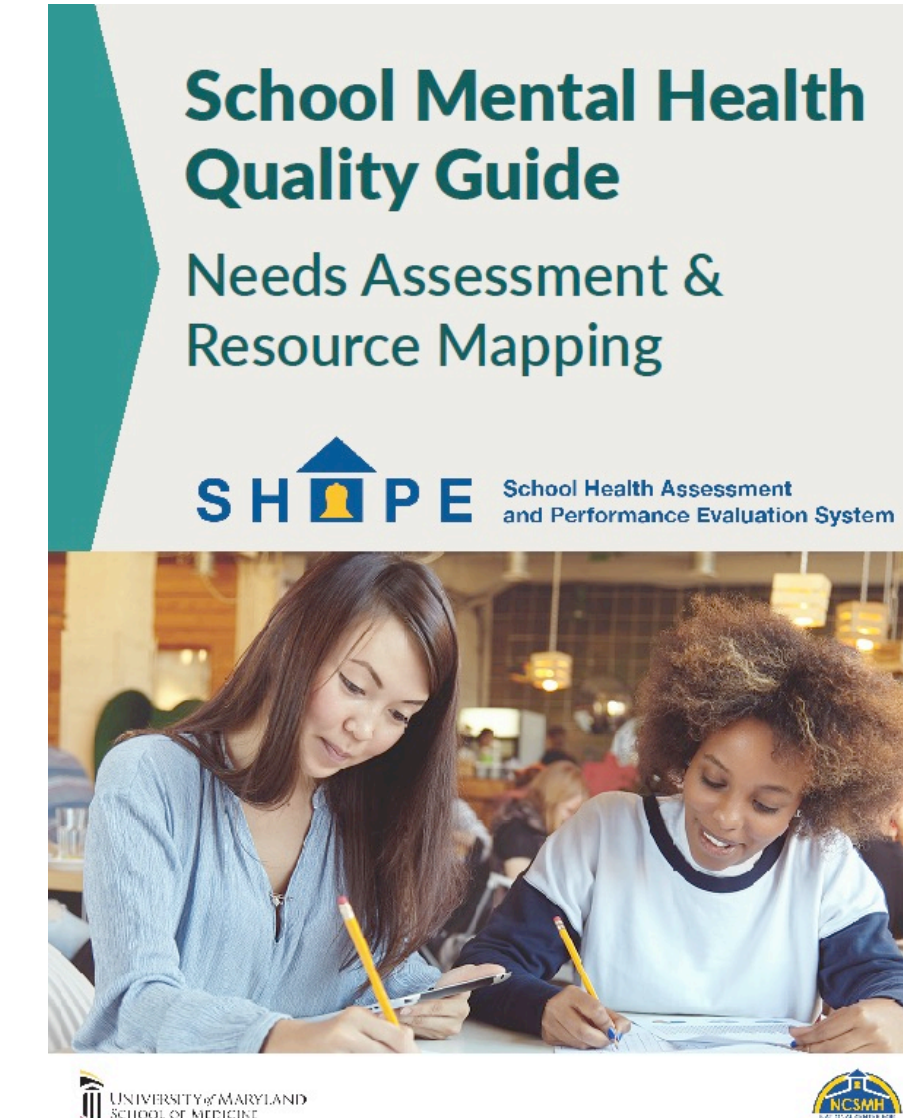
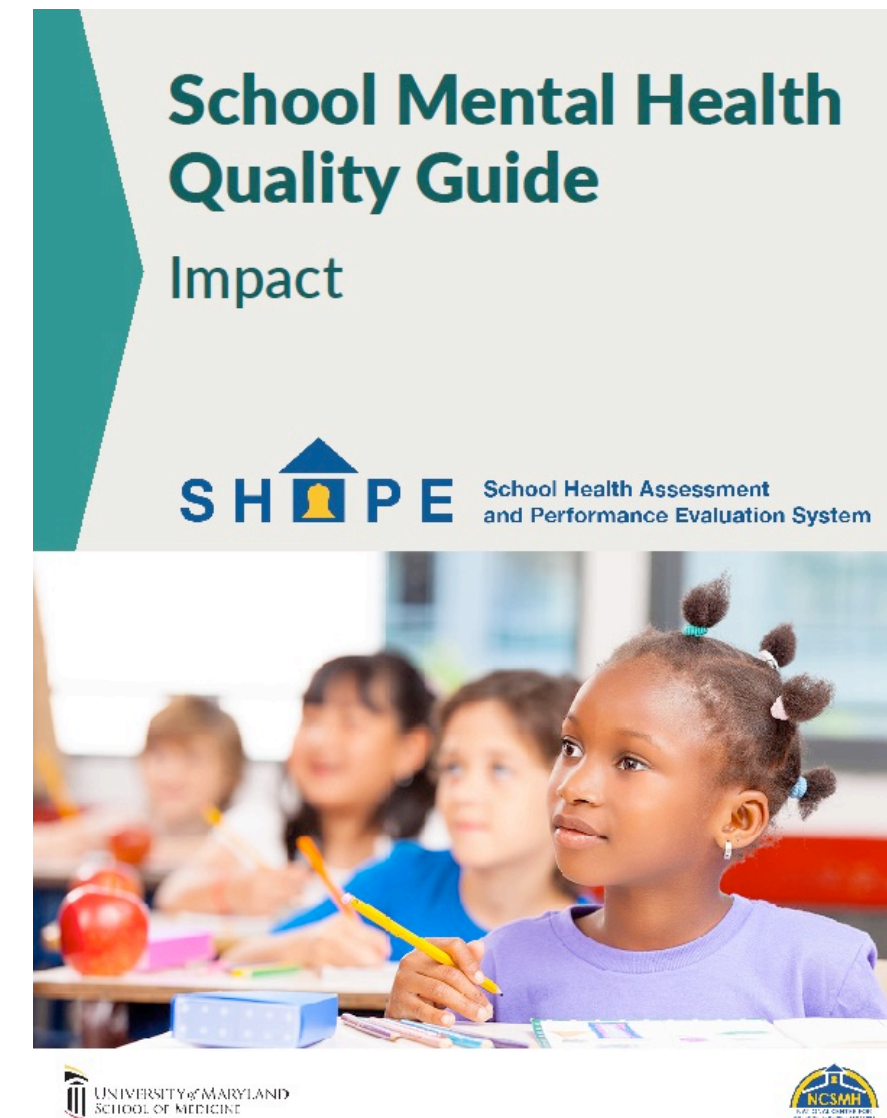
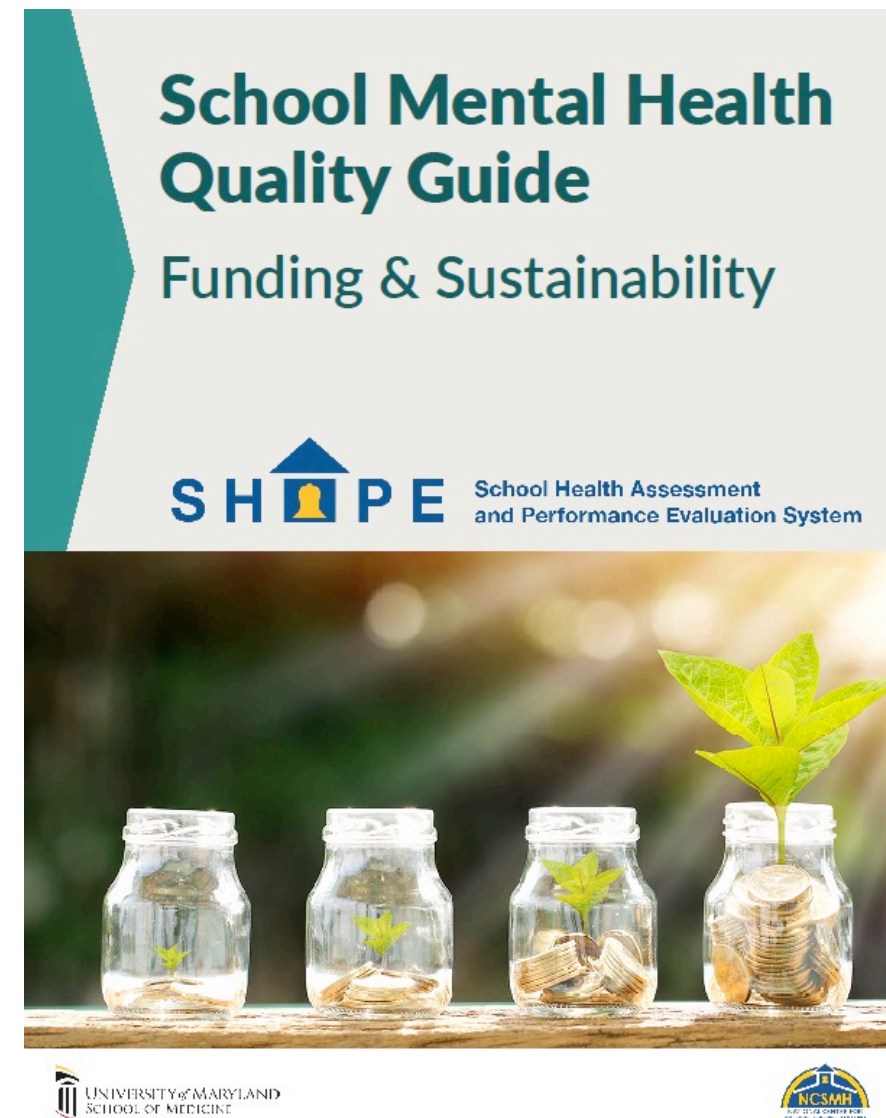


# Quality Guides

Provides guidance to advance school mental health quality and sustainability

Includes:

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







# Screening and Assessment Library

Overview

School Mental Health Profile

Mental Health Quality

Resources

✓ Screening & Assessment

+ Trauma Responsiveness

My Schools

My District Account

The **Screening and Assessment Library** offers an extensive list of free and low-cost measures. Use the filters to locate an appropriate measure for your needs. Each measure includes an information sheet, scoring details, and access to the measure.

Filter by Criteria

Focus Area

Academic

School Climate

Anxiety

Autism

Depression/Mood

Disruptive Behavior

Eating

Global Functioning

Hyperactivity

Inattention

Life Satisfaction/Quality

Resilience

Social Skills

Substance Use

Trauma

Assessment Purpose

Screening/Initial Evaluation

Diagnostic

Progress Monitoring

Showing 28 of 28 resources.

Per page: 25

PDF

Autism Treatment Evaluation Checklist (ATEC)

PDF

CAGE Screen

PDF

Center for Epidemiological Studies Depression Scale for Children (CES-DC)





# Trauma Responsiveness

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 Trauma Responsive Schools Implementation Assessment (TRS-IA)

is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises the eight key domains listed below. Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their trauma-responsive programming.



My Progress

Current Reporting Period: September 2018 - June 2019

Change Reporting Period

Summary Report

Whole School Safety Planning

Take Survey View Report

Whole School Prevention Planning

Take Survey View Report

Whole School Trauma Programming

Take Survey View Report

Classroom Strategies

Take Survey View Report

Prevention/ Early Intervention Trauma Programming

Take Survey View Report

Targeted Trauma-Informed Programming

Take Survey View Report

Staff Self Care

Take Survey View Report

Family and Community Engagement

Take Survey View Report



## Trauma Responsive Schools

### What is the TRS-IA?

The Trauma Responsive Schools Implementation Assessment (TRS-IA) is a quality improvement tool developed by the NCTSN Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools and the National Center for School Mental Health.

The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts:

Whole school safety planning	Prevention/early intervention trauma programming
Whole school prevention planning	Targeted trauma-informed programming
Whole school trauma programming	Staff self-care
Classroom strategies	Family and community engagement

Administration time is less than 20 minutes. Automatically generated feedback reports support schools and districts working to enhance their trauma responsiveness.





# “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
<input type="text"/>							
HAMILTON HIGH	✓	Blue ★	3	0	<div>View</div>	<div>View</div>	<div>View</div>
LINCOLN ELEMENTARY	✓	Blue ★	4	0	<div>View</div>	<div>View</div>	<div>View</div>
WASHINGTON MIDDLE	✓	Blue ★	3	0	<div>View</div>	<div>View</div>	<div>View</div>





# Contact School Admins

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 Respons Report
HAMILTON HIGH	✓	Blue ★	3	0	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>
LINCOLN ELEMENTARY	✓	Blue ★	4	0	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>
WASHINGTON MIDDLE	✓	Blue ★	2	0	<a href="#">View</a>	<a href="#">View</a>	<a href="#">View</a>

School Health Assessment

Home About Us My Account

Admins

Per page: 50 Showing 3 of 3 rows

Name	Email	Position	Last Login
Jane Doe	doe@jane.com		2019-08-15
Elizabeth Connors	Elizabeth.connors@yale.edu		2020-01-09
Perrin Robinson	probinso@som.umaryland.edu		2020-01-02

view SHAPE reports from schools in your district.





# Account Administration

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

★

Pending Requests

District Admins

District Team Members

Permissions

My Data

State Access

My Group Access

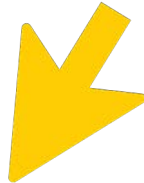
☒ Allow my district team to review my assessment responses (recommended).

*This allows your responses to be included in an aggregated district report.*




# Add New Team Members and Admins

JEFFERSON UNITED



My Star Status ?  
View Certificate



Pending Requests

























District Admins

District Team Members

Permissions

+ Add District Admin

Showing 11 of 11

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

ool Health Assessment

Performa

Home

About Us

My Account

SO

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





# Account Administration

Overview

School Mental Health Profile

Mental Health Quality

Resource Center

Screening & Assessment


Trauma Responsiveness

My School Account

DAVIS ELEMENTARY SCHOOL

My Star Status ?

View Star Sheet



Pending Requests

School Admins

School Team Members

Permissions

My Data

District Access

State Access

## My Group Access

☒ Allow my school team to review my assessment responses (recommended).  
*This allows your responses to be included in an aggregated school report.*





# Questions?

## Contact Us

Have a question or feedback? Would you like a demonstration? Use the dropdown menu to choose a topic and enter your question/comment in the text box.

**Topic:**

Feedback about the site ▾


**Name**


**Email\***

**Message**

### Contact Information

National Center for School Mental Health  
University of Maryland School of Medicine  
737 West Lombard Street, 4th Floor  
Baltimore, MD 21201

 (410) 706-0980

 (410) 706-0984

 [ncsmh@som.umaryland.edu](mailto:ncsmh@som.umaryland.edu)

 [Follow @NCSMHTweets](#)

 [Like @CenterforSchoolMentalHealth](#)





UNIVERSITY *of* MARYLAND  
SCHOOL OF MEDICINE



# Live Demonstration





California  
Center for  
School Climate

# Question & Answer





# Connect



[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

[www.theshapessystem.com](http://www.theshapessystem.com)



facebook.com/centerforschoolmentalhealth



@NCSMHTweets

@dreconnors

Elizabeth Connors, PhD

[elizabeth.connors@yale.edu](mailto:elizabeth.connors@yale.edu)



# Introductions

**Lisa Howard**

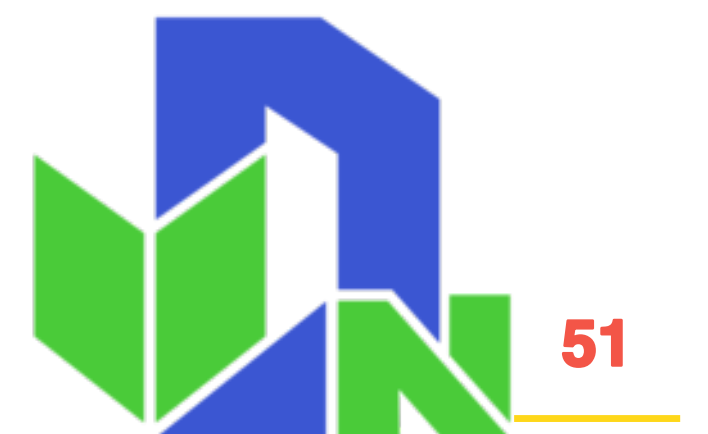
**MTSS Coach**

**Del Norte County Office of Education/  
Del Norte Unified School District**

**Nick LaFazio**

**Special Education Program Specialist**

**Del Norte County Office of Education/  
Del Norte Unified School District**





# Our Story

Del Norte County is a rural community along the northwestern California coastline that borders Oregon. Del Norte has high ACE scores and poor CHKS data and establishes a need for mental health support to be present at all tiers in our schools.

- Identified local resources that support mental health
- Mental Health/SEL Grant Alignment
- Local data showed needs increased as a result of COVID





# Snapshot of Del Norte

## In School Mental Health:

- Counselors
- Small Group counseling
- Telehealth
- NAMI
- School psychologists
- Therapists on site

## Student 51/50s from Sept-April:

2020-2021 = 11

2021-2022 = 17





# New Mental Health Possibilities

Mental Health Grants	2022-23	2023-24	2024-25	2025-26	2026-2027
CALHOPE					
SBHIP					
CALWELL					
Mental Health DEMONSTRATION					
MHSOAC					
Mental Health and Training					

Layering, Braiding, Blending



# Why a Strategic Plan?

## **Districtwide**

establish a common vision, goals and objectives specific to mental health.

## **Schools**

include mental health as part of their SPSAs.

## **Staff, Students and Families**

benefit from a plan that clearly explains how mental health will be supported in schools.





# MH/SEL Committee

**7 Multidisciplinary  
Staff from COE**

**Completed the SHAPE assessment:**

Director of Foster/Homeless

Title VI Coordinator

EL Coordinator

Hmong Liaison

Climate Coach

Behavior Coach

MTSS Coordinator





# Data



## School Mental Health Quality Progress Report DEL NORTE COUNTY UNIFIED

Reporting Period: August 2020 - February 2021  
Date of Report: 11/12/2021  
Entered By: 2 Users

### Understanding this Summary

This report is generated based on the information you provided for the Quality Assessment. 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

#### EMERGING

Composite Score

- 2.1 .... Teaming
- 1.5 .... Needs Assessment/ Resource Mapping
- 2.1 .... Mental Health Promotion Services & Supports
- 1.8 .... Early Intervention and Treatment Services & Supports
- 1.6 .... Funding and Sustainability
- 1 .... Impact
- 1.6 .... District Implementation Support Quality
- 1 .... Impact District-Level Documenting and Reporting

### OTHER PERFORMANCE DOMAINS

Overall Score

93% .... Screening

\* indicates data were not reported



## Mental Health Promotion Services & Supports

Reporting Period: August 2020 - February 2021  
Date of Report: 02/17/2022  
Entered By: 1 User



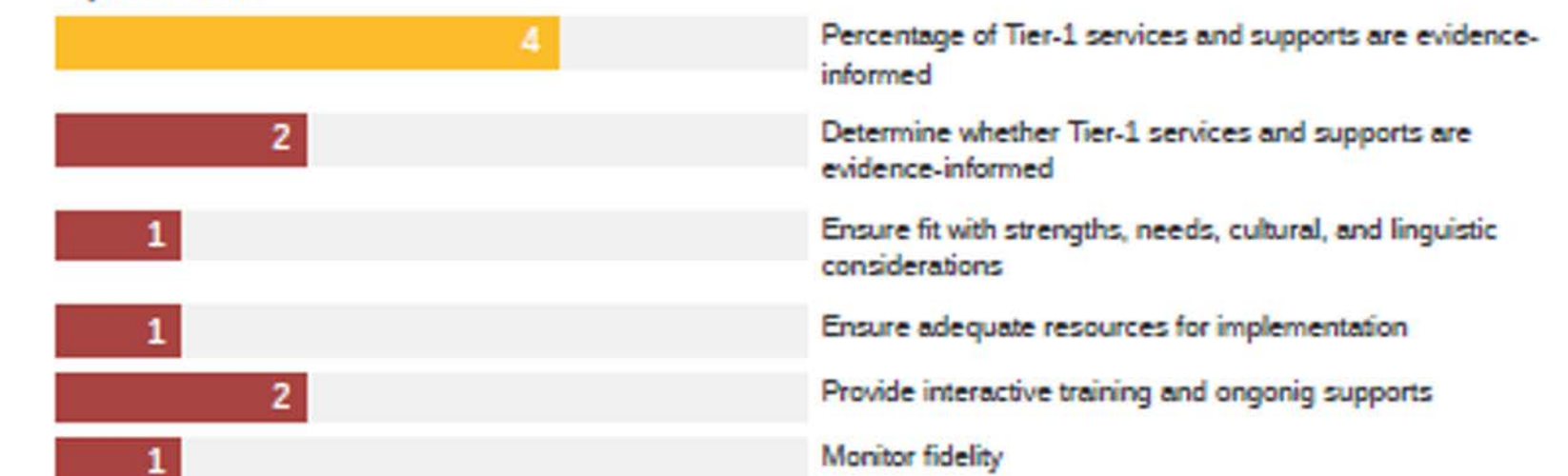
For schools in your district  
OVERALL COMPOSITE SCORE: 2.1



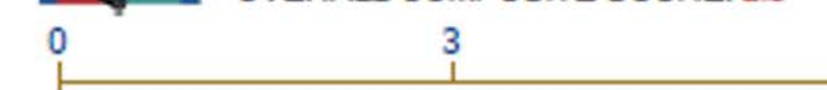
### Services and Supports



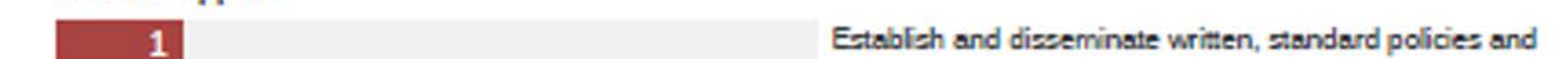
### Implementation



District support  
OVERALL COMPOSITE SCORE: 1.3



### District Support





# Next Steps

**Expanded Committee  
to incorporate all 12  
schools and more  
perspectives:**

**Principals  
Counselors  
LCSW/Counselor  
School Psychologist  
Sped and EL Teachers**





# Strategic Planning Guide

## Straight Forward Process



### Strategic Planning Guide

The following pages can be used as tool to plan your next steps for this domain. We encourage you to complete this with your team.

**Please state a specific goal within this domain.** (For example, for the Teaming domain, one goal might be that the school mental health team will better collect and use data to identify students who need mental health support.)

GOAL: \_\_\_\_\_

**How will you know if you've achieved success within this goal?** (For example, for the Teaming domain and your goal is to better collect and use data to identify students who need mental health support, one way of measuring success might be that by the next academic school year, the school mental health team will review student mental health screening data for the entire student body twice per year to identify students in need of services and make a plan for meeting those needs.)

INDICATOR OF SUCCESS: \_\_\_\_\_

**What opportunities exist related to this goal?**

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

**What barriers exist related to this goal?**

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?





# Who else needs to be Included in the Strategic Planning Process?

**SEL CoP**

**Outside Agencies**

**Student VOICE**

**Parent VOICE**

- Feedback Sessions
- Surveys
- Board Study Session & Review





# Where We Are Currently

**Mission**

**Vision**

**4 Goals**

**Objectives**

**New additions to team**

**Preview with Cop & Principals**



# Where We Are Headed

**School Board**  
**County Board of Supervisors**  
**Sovereign Tribes**  
**State**  
**Nonprofits**

**Aligning the Arrows of our Work  
Together!**





---

**Thank you for joining us.**

---