

Mental Health and Substance Use

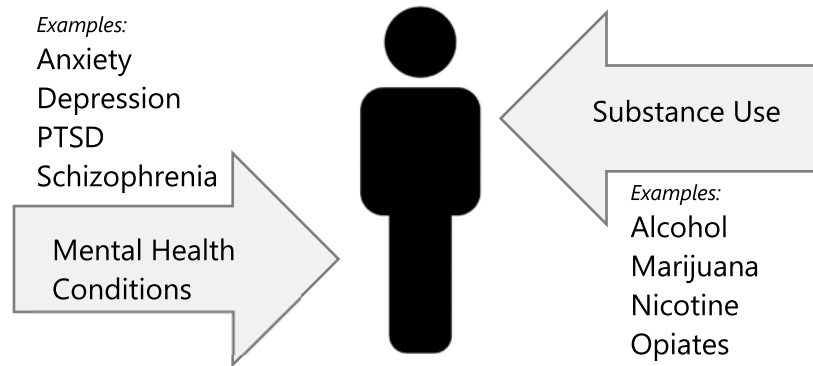
Prevention-Intervention Planning Guide

Behavioral Health includes both **mental health promotion** and **substance use prevention and intervention**.

Student behavioral health impacts attendance, discipline, graduation, and school culture. The interactions between mental health needs and youth substance use can worsen both, making prevention and intervention services critical for student well-being.

This *Prevention-Intervention Planning Guide* can be used **two ways**: either as two stand-alone components or as one combined approach.

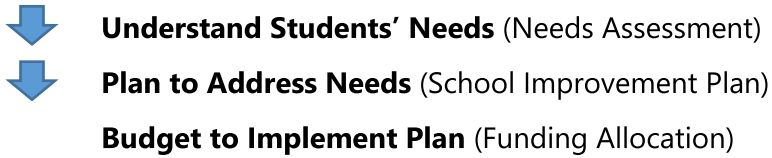
- Many youth experience **both** mental health and substance use challenges.
- Sometimes these challenges occur at the same time, sometimes one follows the other.
- This is referred to as co-occurring needs.
- The flexibility of this document reflects the bi-directionality of co-occurring needs.



Behavioral Health

School Improvement Plan Worksheet

The School Improvement Plan Funnel:



Step One: *Identify Needs*

Part One: Gather and Analyze Perceptual Data

Convene a team to focus on understanding and addressing the current mental health and substance use prevention and intervention supports AND needs of your school. This team may be your School Improvement Team, including any Continuous Improvement Partners or OSPI staff involved in your building, or a sub-committee of the School Improvement Team.

With the team, discuss and brainstorm concerns that staff have voiced, consistent themes and needs, long-standing gaps in resources, and unresolved challenges related to substances on campus and student substance use.

Use these tables, add rows as needed:

Substance Use Concerns:	Voiced by:	Level of perceived severity 1 (very low) – 5 (very high)
Ex: Students vaping on school grounds	Staff and SRO	3
Ex: Students are experimenting with alcohol at a young age	School Counselor, Administrator	5
<i>Existing Substance Use Supports:</i>		
Mental Health Concerns:	Voiced by:	Level of perceived severity 1 (very low) – 5 (very high)
Ex: Students are exhibiting reactive behaviors	School Counselor, Educators	4
Ex: Students are seeking extensive attention and relationships with adults.	Nurse, School Counselor	2
<i>Existing Mental Health Supports:</i>		

Part Two: Gather and Analyze Quantitative Data

Identify and analyze data that will help you understand the challenges you've compiled. See below for examples of data sources to consider. You may have more sources available in your district.

- **Healthy Youth Survey data** – look at your building or district data. *For a comprehensive list, see the attached documents of HYS Substance Use and Mental Health Questions.*
- **School-level Attendance and Discipline Data** – look at school- and district-level data for indications of mental health concerns (behavior patterns, times of day, and connections between attendance and academic data) and substance violations for alcohol, tobacco, and other drugs *and* vaping devices. **Schoolwide patterns and trends are the focus here, not necessarily individual students' records.**
 - *How does this impact classroom participation and attendance?*
 - *Are substance-related discipline practices exclusion-centric or support-centered?*
 - *How might it impact school culture and climate?*
- **School Counseling and Nursing Data** – Students with mental health concerns may present with an issue that is tough to physically identify. In all settings, and especially in elementary, students may seek attention with the nurse and counselor or escape from a difficult academic or peer situation. Student anxiety and/or co-occurring substance use may be underlying these behaviors, and it warrants investigation.
- **Student Assistance Program** – If your school has a *Student Assistance Prevention-Intervention Program*, work with staff to understand the scope of services provided by this professional. They may also have data to share on the services they provide in your building(s).
- **Examine Referral Pathways** – If your school has behavioral health supports in place, review and refresh staff procedures related to making referrals, following up, and documenting. Changes in providers, changes in staff, and changes in resources can impact system effectiveness.

NOTE: If data is not accessible to your team, consider documenting your intention to examine data or develop data sources to inform future improvement planning. For example, student needs assessment could be changed in future years to ask specific substance use, mental health, and other questions.

Use the tables in the appendices. Examples:

Substance Use Concern:	Data Source	Information Summary	Concern Supported by data?	How does this affect student engagement and success?
Ex: Student Vaping	Healthy Youth Survey	32% of 10 th grade students vape compared to 20% state average.	Yes	Distraction, absence, health concerns
Ex: Alcohol Exp.	Parent Report	10% of 5 th grade students ...	Yes	Distraction, health concerns
Mental Health Concern:	Data Source	Information Summary	Concern Supported by data?	How does this affect student engagement & success?
Ex: Student Trauma	Attendance Data, School Counselor	14 students have missed more than 10% of school days after traumatic event.	Yes	Time out of class, days missed, anxiety
Ex: Attn. Seeking	Sch. Coun. and Nurse Reports	4 times per day, students visit the nurse and/or counselor for positive attention	Yes	Time out of class, intensive resource use of student support staff

Part Three: Prioritize and Plan to Address Behavioral Health Needs in School Improvement Plan
 Looking at all the data you've collected, develop the case for addressing behavioral health in the *School Improvement Plan*. What support is the team proposing to address these concerns?

Use this table:

Priority Rank	Behavioral Health Concern	Proposed Support to Address Concern
1		
2		
3		
4		
5		

The following 4 tables (Section 5, Section 7, Section 8, and Section 8e) were taken from the Consolidated School Improvement Plan Template. Please refer to that template for additional information, if needed.

Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)
<p>The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 and 13), and activities (Sections 8 and 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.</p> <p>Student Populations</p> <p>//</p> <p>Educators</p> <p>//</p> <p>Systems of Support</p> <ol style="list-style-type: none"> 1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students. Identify areas of strength for your school's system of support and how other areas will be strengthened. 2. How did your school identify these areas of strengths and improvement? 3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example. 4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

See below for a snapshot of the Consolidated School Improvement Template. This segment can be used to document the summarized behavioral health data.

Step Two: Formulate Your Behavioral Health School Improvement Plans (January – May)

Section 7: PLAN	
SY 2019–2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS and STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three – Practices and Strategies.</i>	
Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

Section 8: DO			
SY 2019–2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/COMPONENT 4 COORDINATION AND INTEGRATION)			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three – Practices and Strategies.</i>			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1.			
A2.			
A3.			

Step Three: Budget to Implement Plan (May)

8e. Budget Table		
Funded SY 2019–2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1.		
A2.		
A3.		

- Include **requests** and needs specific to substance use
- Include identified gaps specific to substance use
- Provide data and evidence-of-need for *prevention-intervention services* related to improving student engagement and success

NOTE: OSPI’s *Student Assistance Prevention-Intervention Services Program* assists students in reducing or stopping substance use, maintaining non-use, and provides care coordination for students seeking treatment. The Program also supports students returning from treatment, engaged in treatment, and assists with recovery and re-entry into schools. For more information, visit: <https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/substance-use-prevention-intervention>

Funding Supports

Title IV Part A – for:

- *Student Assistance Programs*
<https://www.k12.wa.us/sites/default/files/public/titleiv-a/pubdocs/sapisp-titleivparta.pdf>
- *Mental Health and Suicide Prevention*
<https://www.k12.wa.us/sites/default/files/public/studentsupport/titleiva/HMHSP%20and%20Title%20IV%20C%20Part%20A.pdf>
- *Social-Emotional Learning*
<https://www.k12.wa.us/sites/default/files/public/studentsupport/titleiva/SEL%20and%20Title%20IV%20C%20Part%20A.pdf>

OSPI Contacts:

Mandy Paradise, *Prevention-Intervention Program Supervisor* 360-725-6248 | mandy.paradise@k12.wa.us

Megan LaPalm, *Elementary School Counseling Supports Program Supervisor* | megan.lapalm@k12.wa.us

Healthy Youth Survey Data Guide – Substance Use

Substance Use Concern	Data Source	Information Summary – Percent of students in building impacted	Concern Supported by data?	How does this affect student engagement and success?
Ex: Student Vaping	Healthy Youth Survey	32% of 10 th grade students vape compared to 20% state average.	Yes	

Healthy Youth Survey Data Guide – Mental Health

Mental Health Concern	Data Source	Information Summary – Percent of students in building impacted	Concern Supported by data?	How does this affect student engagement and success?
Ex: Students have been impacted by traumatic events	Healthy Youth Survey		Yes	

Additional Resources

The following pages are resources to aid in planning. You'll find:

- Healthy Youth Survey Fact Sheets
- Healthy Youth Survey Questions
 - Substance Use
 - Mental Health
- Sample Memorandum of Understanding (MOU) for school-based providers

Easy Access: Downloadable Reports

The HYS website has data compiled into easy to access “**Fact Sheets.**” To see the referenced questions and data for your district in one glance, visit the website below.

Facts Sheets found here: <https://www.askhys.net/FactSheets>

Accessing Data:

- State, county, and ESD region data is accessible to the public by visiting askhys.net.
- To access district specific data, district employees need to request access through their District Security Manager for EDS. See this link for names and contact of District Security Managers: <https://eds.ospi.k12.wa.us/SecurityManagerList.aspx>

My Application List

You have access to the applications listed below. Click on the application you want to access.

If you need access to more applications, please contact your [District Security Manager](#).

Application
21st CCLC Program Review
Adjusted Cohort Graduation Application (P210)
Analytics
Annual CTE Student Enrollment Review (P210 Voc) application
ARMS

Facts Sheets found here: <https://www.askhys.net/FactSheets>

Types of Fact Sheets

(You can access for your school/district/region)

30-Day Use:

Current Substance Use

Substance Use Fact Sheets:

Alcohol Use

Marijuana Use

Prescription Medication Use

Current Substance Use

Alcohol Use

Tobacco Use

Tobacco and Vapor Product Use

Marijuana Use

Polysubstance Use

E-Cigarette/Vaping Use:

Tobacco and Vapor Product Use

Student Perception of Harm for Substances:

Peer-Individual Risk Factors

Access to Trusted Adult:

Family Protective Influences

Depression and Suicide

Depressive Feelings, Anxiety, and Suicide

Suicide:

Depression and Suicide

Depressive Feelings and Suicide

Nervous, Anxious, Worrying:

Depression and Suicide

Depressive Feelings and Suicide

Someone to Turn to in Time of Need:

Family protective Factors

Depression and Suicide

Depressive Feelings and Suicide

Bullying:

Bullying and Harassment

School Safety

Substance Abuse Questions on the Healthy Youth Survey

Number of questions as listed in the “Frequency Reports” for the 2018 HYS results:

<https://www.askhys.net/Reports>

*** “Grades 8–12” means that questions were only asked to students in those grades

30-Day Use:

- During the past 30 days, on how many days did you:
 - #32 Smoke Cigarettes?
 - #33 use chewing tobacco, snuff, or dip?
 - #34 Smoke cigars, cigarillos, or little cigars? (grades 8–12)
 - #35 Use and electronic cigarette, also called e-cigs, or vape pens?
 - #36 Smoke tobacco or flavored tobacco in a hookah, even just a puff? (grades 8–12)
 - #37 Smoke tobacco in a pipe? (grades 8–12)
 - #38 Drink a glass, can or bottle of alcohol (beer, wine, wine coolers, hard liquor)?
 - #39 Use marijuana or hashish (weed, hash, pot)?
 - #40 Not counting alcohol, tobacco, or marijuana, use another illegal drug?
 - #41 Use any illegal drug, including marijuana?
 - #42 use a pain killer TO GET HIGH, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)? (grades 8–12)
 - #43 Use prescription drugs not prescribed to you? (grades 8–12)
 - #44 During the past 30 days, which of the following have you used for non-medical reasons? Select all that apply. (grades 8–12)
 - a) I did not take any of these for non-medical reasons
 - b) I used a stimulant, like Adderall or Ritalin
 - c) I used a painkiller, like Vicodin, OxyContin, or Percocet
 - d) I used a tranquilizer, like Valium or Xanax
 - e) I used another kind of prescription drug
 - f) I used an over-the-counter drug, like cough syrup or cold medicine

Frequency of substance use:

- During the past 30 days, on how many days did you:
 - #32 Smoke Cigarettes?
 - #33 use chewing tobacco, snuff, or dip?
 - #34 Smoke cigars, cigarillos, or little cigars? (grades 8–12)
 - #35 Use and electronic cigarette, also called e-cigs, or vape pens?
 - #36 Smoke tobacco or flavored tobacco in a hookah, even just a puff? (grades 8–12)
 - #37 Smoke tobacco in a pipe? (grades 8–12)
 - #38 Drink a glass, can or bottle of alcohol (beer, wine, wine coolers, hard liquor)?
 - #39 Use marijuana or hashish (weed, hash, pot)?
 - #40 Not counting alcohol, tobacco, or marijuana, use another illegal drug?
 - #41 Use any illegal drug, including marijuana?
 - #42 use a pain killer TO GET HIGH, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)? (grades 8–12)
 - #43 Use prescription drugs not prescribed to you? (grades 8–12)
- #60 Think back over the last 2 weeks. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)

Types of substances:

- Other Tobacco-Related Questions: #45–59 (various grades depending on the question)
- Other Alcohol- Related Questions: #60–69 (various grades depending on the question)
- Other Marijuana- Related Questions: #70–75 (various grades depending on the question)
- Other Alcohol-and Drug-Related Questions: #76–78 (various grades depending on the question)

Access to trusted adult:

- #149 When you feel sad or hopeless, are there adults that you can turn to for help?
- #150 If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help? (check all that apply); sibling, teacher, friend, parent/guardian, adult friend (grades 8–12)
- #160 Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs? (grades 8–12)
- #161 In the last year, did you have any contact with a school counselor? (grades 8–12)
- #162 There are people in this school who will help me if I need it? (grades 8–12)
- #183 There are adults in my neighborhood or community I could talk to about something important. (grades 8–12)
- #187 My neighbors notice when I am doing a good job and let me know. (only asked to 6th grade)
- #188 There are people in my neighborhood who encourage me to do my best. (only asked to 6th grade)
- #189 There are people in my neighborhood or community who are proud of me when I do something well. (only asked to 6th grade)
- #198 If I had a personal problem, I could ask my mom or dad for help.
- #201 My parents notice when I am doing a good job and let me know about it. (only asked to 6th grade)
- #202 How often do your parents tell you they're proud of you for something you've done? (only asked to 6th grade)
- #203 Do you enjoy spending time with your mom? (only asked to 6th grade)
- #204 Do you enjoy spending time with your dad? (only asked to 6th grade)

E-Cigarette/Vaping Use:

- #56 How old were you the first time you used an electronic cigarette, also called e-cigs or vape pens? (grades 8–12)
- #57 During the past 30 days, what type of substances did you use in an electronic cigarette, also called e-cigs, or vape pens? (grades 8–12)
- #58 During the past 30 days, how did you usually get your own electronic vapor products? (grades 8–12)
- #59 How much do you think people risk harming themselves if they use electronic cigarettes, also called e-cigs or vape pens regularly (almost daily)? (grades 8–12)

Student perception of harm for substances:

- How much do you think people risk harming themselves if they:
 - #226 Smoke one or more packs of cigarettes per day?
 - #227 Try marijuana once or twice
 - #228 Use marijuana regularly (at least once or twice a week)?
 - #229 Take one or two drinks of an alcoholic beverage (wine, beer, a shot, liquor) nearly every day?
- How wrong do YOU think it is for someone your age to:
 - #234 Drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?

- #235 Smoke cigarettes?
- #236 Use marijuana?
- #237 Use LSD, cocaine, amphetamines, or another illegal drug?

Facts Sheets found here: <https://www.askhys.net/FactSheets>

30 Day Use:

- Current Substance Use

Substance Use Fact Sheets:

- Alcohol Use
- Marijuana Use
- Prescription Medication Use
- Current Substance Use
- Alcohol Use
- Tobacco Use
- Tobacco and Vapor Product Use
- Marijuana Use
- Polysubstance Use

E-Cigarette/Vaping Use:

- Tobacco and Vapor Product Use

Student perception of harm for substances:

- Peer-Individual Risk Factors

Access to trusted adult:

- Family Protective Influences
- Depression and Suicide
- Depressive Feelings, Anxiety and Suicide

Mental Health Questions on the Healthy Youth Survey

Number of questions as listed in the “Frequency Reports” for the 2018 HYS results:

<https://www.askhys.net/Reports>

*** “Grades 8–12” means that questions were only asked to students in those grades

Physical, Emotional and Sexual Abuse:

- #135 Has an adult ever physically hurt you on purpose (like pushed, slapped, hit, kicked or punched you), leaving a mark, bruise or injury? (grades 8–12)
- #136 How often does a parent or adult in your home swear at you, insult you, put you down or humiliate you? (grades 8–12)
- #137 During the last 12 months, did someone you were dating or going out with ever limit your activities, threaten you, or make you feel unsafe in any other way? (grades 8–12)
- #138 In the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.) (grades 8–12)
- #139 Have you ever seen someone about your age pressure someone else to kiss, touch, or have sex when they did not want to? (grades 8–12)

- #140 Have you ever been in a situation where someone made you engage in kissing, sexual touch or intercourse when you did not want to? (grades 8–12)

Suicide:

- #141 During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? (grades 8–12)
- #142 During the past 12 months, did you ever seriously consider attempting suicide? (grades 8–12)
- #143 During the past 12 months, did you make a plan about how you would attempt suicide? (grades 8–12)
- #144 During the past 12 months, how many times did you actually attempt suicide? (grades 8–12)
- #145 Have you ever seriously thought about killing yourself? (Only asked to 6th graders)

Nervous, anxious, worrying:

- #147 How often over the last 2 weeks, were you bothered by: Feeling nervous, anxious or on edge? (grades 8–12)
- #148 How often over the last 2 weeks, were you bothered by: Not being able to stop or control worrying? (grades 8–12)

Someone to turn to in time of need:

- #149 When you feel sad or hopeless, are there adults that you can turn to for help? #150 If you feel sad or hopeless almost every day for two weeks or more in a row, to whom would you most likely turn for help? (check all that apply); sibling, teacher, friend, parent/guardian, adult friend (grades 8–12)
- #160 Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs? (grades 8–12)
- #161 In the last year, did you have any contact with a school counselor? (grades 8–12)
- #162 There are people in this school who will help me if I need it? (grades 8–12)
- #183 There are adults in my neighborhood or community I could talk to about something important. (grades 8–12)
- #187 My neighbors notice when I am doing a good job and let me know. (only asked to 6th grade)
- #188 There are people in my neighborhood who encourage me to do my best. (only asked to 6th grade)
- #189 There are people in my neighborhood or community who are proud of me when I do something well. (only asked to 6th grade)
- #198 If I had a personal problem, I could ask my mom or dad for help.
- #201 My parents notice when I am doing a good job and let me know about it. (only asked to 6th grade)
- #202 How often do your parents tell you they're proud of you for something you've done? (only asked to 6th grade)
- #203 Do you enjoy spending time with your mom? (only asked to 6th grade)
- #204 Do you enjoy spending time with your dad? (only asked to 6th grade)

Bullying:

- #152 In the last 30 days, how often have you been bullied? Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.
- #153 In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school because of your race, ethnicity, or national origin or what someone thought it was? (grades 8–12)

- #154 In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school: Because someone thought you were gay, lesbian, or bisexual (whether you are or are not)? (grades 8–12)
- #155 During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to and from school? (grades 8–12)
- #156 In the past 30 days, how often have you been bullied by someone using social media, a phone, or video games? (grades 8–12)

Quality of Life/ Looking forward to the future:

- #165 I look forward to the future (ranked on a scale of 0–10; 0=not at all true and 10=completely true) (grades 8–12)
- #166 Do you have goals and plans for the future? (only asked to 6th graders)

Children’s Hope Scale:

- #168 I can think of many ways to get the things in life that are most important to me. (grades 8–12)
- #169 I am doing just as well as other kids my age. (grades 8–12)
- #170 When I have a problem, I can come up with lots of ways to solve it. (grades 8–12)
- #171 I think the things I have done in the past will help me in the future. (grades 8–12)
- #167 Children’s Hope Scale (Computed from questions 168 to 171) (grades 8–12)

Facts Sheets found here; <https://www.askhys.net/FactSheets>

**** Fact Sheets are not created for all topic areas*

Suicide:

- Depression and Suicide
- Depressive Feelings and Suicide

Nervous, anxious, worrying:

- Depression and Suicide
- Depressive Feelings and Suicide

Someone to turn to in time of need:

- Family Protective Factors
- Depression and Suicide
- Depressive Feelings and Suicide

Bullying:

- Bullying and Harassment
- School Safety

**Memorandum of Understanding
between
XXX School District and
XXX Mental Health Agency**

The Parties of this Memorandum of Understanding (MOU) are **XXX School District 501** and the **XXX Mental Health Agency**, hereinafter collectively referred to as the Parties.

- Purpose:** The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system (CSMHS) that utilizes the strengths and expertise of school and community-partnered professionals.
CSMHS are defined as school-community partnerships that provide a multi-tiered system of mental health supports (MTSS) to support students, families, and the school community. "Mental health services" include activities, services, and supports that address social, emotional, and behavioral well-being of students, including substance use.

- Roles and Responsibilities:** The Parties agree to the following roles and responsibilities.
 - Responsibilities of **XXX Mental Health Agency**
 - Administrator actively participate on District Leadership Team to:
 - Ensure collaborative partnership and outcomes
 - Provide authority for decision making regarding resources, policy change
 - School-based clinician actively participate on school-based team(s) including Tier 1 Team, Tier 2/Tier 3 team, and others as assigned to support effective school-community collaboration that promotes:
 - well-defined roles and responsibilities of team members (with structures in place to avoid duplication of efforts),*
 - data sharing,*
 - data-based decision making,*
 - seamless services and supports across tiers,*
 - integration of mental health and other academic supports,*
 - effective referral processes.*
 - School-based clinician actively participate in professional development as defined by District Leadership Team
 - Provide mental health screening, assessment, and services to include:
 - Tier 1** – *Mental health promotion services and supports (Tier 1) are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether or not they are at risk for mental health problems. These activities can be implemented schoolwide, at the grade level, and/or at the classroom level.*
 - Assist in selecting screening tool, developing screening process, implementing mental health screening
 - School climate activities
 - o Support family and community outreach
 - o Positive behavioral expectations and rules/Classroom management
 - o Bullying prevention
 - o Acknowledgements

- o Resiliency Practices (trauma, restorative practice, poverty)
- Provide mental health professional development for
 - o students
 - o families/caregivers
 - o teachers/school staff

Tier 2 – *Selective services and supports (Tier 2) to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted, and problems can be eliminated or reduced.*

- Collaborate in the development of secondary interventions with district staff
- Facilitate secondary interventions (Social/Academic Instructional groups, Mentoring, Academic Seminar, etc.)
- Progress monitoring of students receiving secondary interventions
- Participate on Intervention Support Team to provide consultation and problem-solving strategies
- Communicating with students, families, and staff on student progress in interventions
- Monitor that chosen interventions are being implemented with fidelity (e.g., CICO fidelity tool)

Tier 3 - *Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student and families who are displaying concern in multiple life domains (home, school, and community). When individualized interventions are put in place, the severity and intensity of problem behavior decrease.*

- Collaborate in the development of tertiary interventions with district staff
- Facilitate tertiary interventions, including FBA-BIP, wraparound, and RENEW
- Progress monitoring of students receiving tertiary interventions
- Monitor that chosen interventions are being implemented with fidelity (e.g., Wraparound Integrity Tool, RENEW Integrity Tool)
- Coordinate and facilitate crisis response for individual students as needed
- Coordinate psychiatric evaluation
- Participate on Intervention Support Team and individual student teams (as requested) to provide consultation and problem-solving strategies
- Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare) by utilizing MTSS continuum of supports.

- For all of the above services, utilize evidence-based services and supports*, as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.

** Evidence-Based Services and Supports are programs, services, or supports that are based directly on scientific evidence, have been evaluated in large scale studies, and have been shown to reduce symptoms and/or improve functioning. For instance, evidence-based services and supports are recognized in national evidence-based registries, such as the Substance Abuse Mental Health Services Administration (SAMHSA), National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, and Institute of Education Sciences (IES) What Works Clearinghouse (WWC).*

A full continuum of evidence-based services and supports within a school includes mental health promotion, selective prevention, and indicated interventions

- ❑ Collect and report data that documents *(this is not additional data but the data that aligns to the MTSS and as required by CRC)*:
 - Program and intervention impact on student/school psychosocial and academic functioning
 - Student/family satisfaction and engagement
- ❑ Ensure the complete confidentiality of any and all identifying student and family information gathered in the performance of this agreement. The information gathered, used, and developed shall not be provided to any other party without the express written approval of individual(s) authorized to give consent for release of information.
- ❑ Meet federal, state, and local regulations required of community mental health providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA).

❑ Responsibilities of **XXX School District**:

- ❑ Identify district and school point of contact to facilitate successful integration of community mental health provider into school(s) and to address any concerns
- ❑ Facilitate inclusion and active participation of community partners in school-based teams that utilize best practices in teaming:
 - *Well-defined roles and responsibilities of teams and team members, with structures in place to avoid duplication of efforts*
 - *System to evaluate existing team structures, with existing team continuation and new establishment only as necessary*
 - *Overarching school shared purpose and shared goals across teams*
 - *Unique goals for distinct teams*
 - *Teams and team members understand and support each other's purpose and work*
 - *Teams and team members have a process/procedure to ensure frequent and consistent communication*
 - *Teams and team members address any confidentiality barriers to facilitate regular information sharing across and within teams*
- ❑ Create data-based decision models and referral processes that promote early identification and intervention for students
- ❑ Provide confidential space in school(s) that includes access to a locked file cabinet and mechanism for communicating with families and other providers (e.g., phone, computer, internet access).

❑ **Funding Agreement:**

- ❑ **XXX School District** will pay **XXX Mental Health Agency** the total sum of **XXX** for the **20XX–20XX** school year in order for the **XXX Mental Health Agency** to provide services outlined above.
- ❑ Payments will be made in monthly invoice reconciliation, which will include an invoice listing services performed.

Independent Contractor:

- In providing services to **XXX School District** students, staff, and family, **XXX Mental Health Agency** shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the Board.

Duration and Termination:

- This Agreement is for the period beginning **XXX**. Either party may terminate this Agreement for non-performance after first giving written notice of breach to the other party and an opportunity for the other party to cure the non-performance within fifteen (15) days of the receipt of written notice. Notice shall be deemed effective when delivered via certified mail to the following:

XXX School District
Address

And to

XXX Mental Health Agency
Address

Whole Agreement:

- This MOU contains the entire agreement between the parties with respect to the subject matter set forth herein but may be modified with the written consent of both parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their authorized representatives.

Superintendent
XXX School District

Executive Director
XXX Mental Health Agency