| **School Linked Mental Health (SLMH) to Children and Families Across Minnesota****SLMH & School Partnership Give and Get Agreement** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Focus Area** | SLMH Get | School Get | SLMH Give | School Give | Shared Outcomes |
| **Collaboratively identifying and implementing an Evidence Based Practice (EBP)** | SLMH staff have a clear understanding of how to implement the identified EBP via direct clinical services and/or ancillary supports within the context and needs of the partnering school | School staff have a clear understanding of the capacity of the SLMH provider agency to implement the EBP within their school via direct clinical services and/or ancillary supports | SLMH staff provide a menu of opportunities of EBPs, direct clinical services and/or ancillary services (e.g., training, consultation, etc.) available to support the requirements and priorities of the grant | School staff will provide time, resources and appropriate space to implement SLMH EBP (clinical service or and/or ancillary services) within existing multi-tiered system of support (MTSS) e.g., PBIS | SLMH staff grantee and designated school staff have identified (e.g., resource mapping) agreed upon EBPs across the tiers and are implementing the identified EBPs with fidelity |
| **Data-based decision making** | Access to data reflecting school [MTSS](https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf)\* system (e.g., [PBIS](https://www.revisor.mn.gov/statutes/?id=122A.627)), including a process to identify students needing additional support and or who would benefit from the identified SLMH EBP | Transparency and precision in the identification of students who would benefit from SLMH EBP, evidence of implementation with fidelity (e.g., [Tiered Fidelity Inventory](https://www.pbis.org/Common/Cms/files/pbisresources/SWPBIS%20Tiered%20Fidelity%20Inventory%20%28TFI%29.pdf)) and student progress | Agreement to collect and share implementation and progress data within the guidelines of both educational and medical legal requirements (i.e., HIPPA, FERPA) with designated school team | Provide regular access to data review meetings to systematically identify students, or groups of students who would likely benefit from SLMH EBP | Transparency in the process of monitoring the implementation of the SLMH EBP, identification of students who would benefit from SLMH EBP and progress data for both |
| **Professional Development (PD)** | SLMH team staff will have opportunity to participate in school PD opportunities to understand the culture of a school building and how SLMH services can be aligned within the educational setting | School staff develops a better understanding of the SLMH staff role as well as of the EBP(s) being provided to students across tiers | SLMH staff will provide the professional development for school staff to related to mental health in schools across tiers and info on EBP(s) being provided | School staff will provide access to SLMH staff to participate in school PD opportunities to learn about school culture and systems to better align supports across existing tiers | School staff and SLMH staff will develop a mutual understanding of each partner’s role and function in a multi-tiered and multi-disciplin­ary relationship |

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Signature, School Linked Mental Health Respondent Date Signature, [DISTRICT] Date