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| **School Linked Mental Health (SLMH) to Children and Families Across Minnesota Responder & School Partnership Give and Get Agreement** | | | | | |
| **Focus Area** | **Responder Get** | **School Get** | **Responder Give** | **School Give** | **Shared Outcomes** |
| **1)Collaborative identification of students that may benefit from Mental Health support (Data based decision making)** | Access to data through EduClimber reflecting MTSS/RTI including a process to identify students needing additional mental health support | Participation of SLMH staff on RTI/MTSS and PBIS teams allow for greater depth of knowledge for interventions and referrals for students that need additional support | Agreement to collect and share implementation and student progress data within guidelines of both educational and medical legal requirements with the designated school team | Provide regular access to data review meetings to systemically identify students would will benefit from SLMH support | ***Cooperative progress monitoring, development of interventions, referrals and support for students with Mental Health needs*** |
| **2) Professional Development** | SLMH staff participate in district sponsored training | School staff develop a better understanding of the SLMH staff role as well as the EBP being provided to students across the tiers | SLMH staff will provide professional development for school staff on topics related to MH needs of students in schools | School staff provide access to district PD opportunities to learn about PBIS, School culture, Social emotional development connected to supports across existing tiers | ***SLMH and school staff will build a mutual understanding and respect for each other’s role in a multi-tiered and multi-disciplinary relationship*** |
| **3) Positive behavioral interventions and support** | SLMH staff participate and contribute to Vandyke PBIS efforts and benefit from a positive school culture and behavior incentives for students | School staff benefit from SLMH staff participation by the sharing of their expertise and feedback related to schoolwide PBIS efforts | SLMH staff share expertise, ideas, and feedback related to PBIS | School staff includes SLMH staff in all PBIS activities, events, and meetings. Including PBIS regional training | ***SLMH and school staff have a common understanding of school wide behavior expectations, use common language and reinforce positive behavioral expectations*** |
| **4) Crisis** | SLMH staff are available and assist in crisis situations with students at school. This support builds the relationship with staff, parents and students | School staff and students get extra support and resources during a crisis situation at school | SLMH staff participate on building crisis response teams, all drills and have specific roles during an emergency | School staff provide training related to crisis and emergency procedures within the school | ***SLMH and school staff work collaboratively to support students, parents, and staff in a crisis or emergency*** |
| **5) Behavior intervention and functional behavior planning** | SLMH staff participate in building behavior team planning, home school behavior plans with parents, and IEP/Eval meetings. Behavior plans are consistent across all settings | With SLMH staff participating in these meetings their additional expertise is shared with school staff and parents | SLMH staff have the opportunity to problem solve and give feedback related to behavior plans for students they work with | School staff include SLMH staff as part of the team supporting students | ***It is sometimes difficult for parents to identify who is a school staff or SLMH staff due to the level of collaboration and integration of staff*** |