SAFY
Preserving Families
Securing Futures

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Memorandum of Understanding
between
Elida Local Schools and
SAFY Lima Behavioral Health

The Parties of this Memorandum of Understanding (MOU) are **Elida Local Schools** and **SAFY Lima Behavioral Health** hereinafter collectively referred to as the Parties.

❑ **Purpose:** The purpose of this agreement is to establish roles and responsibilities of the Parties to provide supportive mental health and prevention services and communicate about students using the strengths and expertise of school and community-partnered professionals. "Mental health services" include activities, services, and supports that address social, emotional, and behavioral well-being of students, including substance use. "Prevention" in mental health aims to reduce the incidence, prevalence, and recurrence of mental health disorders and their associated disability. Preventive interventions are based on modifying risk exposure and strengthening the coping mechanisms of the individual.

❑ **Roles and Responsibilities:** The Parties agree to the following roles and responsibilities.

- ❑ Responsibilities of **SAFY Lima Behavioral Health**
  - ❑ Administrator to:
    - ❑ Ensure collaborative partnership and outcomes
    - ❑ Provide authority for decision making regarding resources, policy change
  - ❑ School-based clinician actively participate in school-based IEP meetings and others as assigned to support effective school-community collaboration that promote:
    - ❑ well-defined roles and responsibilities of individuals providing mental health support to the student (with structures in place to avoid duplication of efforts),
    - ❑ data sharing,
    - ❑ data-based decision making,
    - ❑ seamless services and supports,
    - ❑ integration of mental health and other academic supports, and
    - ❑ effective referral processes.
  - ❑ 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 they are at risk for mental health 2 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 when appropriate
- 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.

- Collaborative 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 3
- 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.
- I-Mind Follow up including review of SASSI with student and parent. School staff are not permitted to view the results of the SASSI as that information is confidential.

❑ For all 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:

- Program and intervention impact on student/school psychosocial and academic functioning
- Student/family satisfaction and engagement

❑ Ensure the complete confidentiality of 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).

❑ Deliver services in accordance with Ohio Revised Code § 5122.04. SAFY can provide services to a minor who is at least fourteen years old with mental health outpatient care without notifying a parent as long as the treatment does not include medication. A minor who is at least fourteen years old may not have more than six (6) sessions or thirty (30) days of care without parental consent. Ohio Rev. Code § 5122.04. Further, the minor's parent or guardian shall not be informed of the services without the minor's consent unless the mental health professional treating the minor determines that there is a compelling need for disclosure based on a substantial probability of harm to the minor or to other persons, and if the minor is notified of the mental health professional's intent to inform the minor's parent or guardian. Ohio Rev. Code § 5122.04.

❑ Responsibilities of **Elida Local Schools**

❑ 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

❑ **Funding for supportive mental health and prevention services:**

❑ **SAFY Lima Behavioral Health** provides these services under contract from the Allen, Auglaize, Hardin County Mental Health Recovery Services Board who has authorized **21 hours of services per week for Elida Local Schools.**

❑ Any increase or decrease in these services allotted for Elida Local Schools must be approved by Allen, Auglaize, Hardin County Mental Health Recovery Services Board.

- ❑ Any request for change of school navigation provider must be made in writing and turned into the board for approval before changes can be made.

❑ **Duration and Termination:**

❑ This Agreement is for the **2026/27 School Year.** 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:

Elida Local Schools
401 E. North Street, Elida, Ohio 45807
And to
SAFY Lima Behavioral Health
658 W. Market St., Suite 101, Lima, OH 45801

❑ **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
Elida Local Schools

Date:

_____ _____

Treatment Director
SAFY Lima Behavioral Health

Date: