

Memorandum of Understanding between **Browning Public Schools** and  
**Sukapi Lodge Mental Health Center**

The Parties of this Memorandum of Understanding (MOU) are **Browning Public Schools** and **Sukapi Lodge Mental Health Center**, 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.

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

- 1) well-defined roles and responsibilities of team members (with structures in place to
- 2) avoid duplication of efforts),
- 3) data sharing,
- 4) data-based decision making,
- 5) seamless services and supports across tiers, integration of mental health and other academic supports effective referral processes.

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 school-wide, at the grade level, and/or at the classroom level.

- Universal mental health screening
- Social Emotional Learning (SEL) activities
- School climate activities
- Positive behavioral expectations and rules/Classroom management
- Bullying prevention
- Restorative Practices
- Mental health literacy for students
- Mental health literacy for families and care givers
- Mental health literacy for teachers/school staff
- Teacher/staff consultation to promote the mental health of all students

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. Sometimes these are referred to as mental health “prevention” or “secondary” prevention services.

- Progress monitoring of students identified as “at-risk” and those receiving services
- Social skills training/coaching
- Group therapy for students identified as at-risk of developing mental health problems
- Teacher/staff consultation for students identified as at-risk of developing mental health problems

Tier 3 - Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student who is already displaying a particular concern or problem and displaying significant functional impairment. Sometimes these are referred to as mental health “intervention” or “tertiary” or intensive services.

- Progress monitoring of students identified with mental health problems and those receiving services, Individual treatment for students with mental health problems, Group treatment for students with mental health problems
- Family therapy to support students with mental health problems
- Psychiatric evaluation
- Case management
- Teacher/staff consultation for students identified with mental health problems and those receiving services
- Peer support/navigation services for students identified with mental health problems and those receiving services
- Family peer support/navigation support services for families of students identified with mental health problems and those receiving services
- Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services,

iii. For all of 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

iv. Collect and report data that documents:

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

v. 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.

vi. Meet federal, state and local regulations required of community mental health providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA).

b. Responsibilities of Browning Public School System:

i. Identify school(s) for service that demonstrate readiness and a commitment to hosting a community mental health provider to support a multi-tiered system of mental health support (MTSS)

ii. Identify district and school point of contact to facilitate successful integration of community mental health provider into school(s) and to address any concerns

iii. Provide confidential space in school(s) that includes access to a locked file cabinet and a mechanism for communicating with families and other providers (e.g., phone, computer, internet access).

iv. Facilitate inclusion and active participation of community partners in school mental health 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

III. Funding Agreement: This is a **NON-FUNDED** agreement.

IV. Independent Contractor:

a. In providing services to Browning Public School students and staff, Sukapi Lodge 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.

**V. Duration and Termination:**

a. This Agreement is for the period beginning 01/2024 to 01/2025. 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:

Browning Public School

129 1<sup>st</sup> Ave SE

Browning, MT 59417

And to

Sukapi Lodge Mental Health Center

Browning, MT

**VI. Whole Agreement:**

a. 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.

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent

\_\_\_\_\_ Date: \_\_\_\_\_

Staff Attorney

\_\_\_\_\_ Date : \_\_\_\_\_

Assistant Superintendent

\_\_\_\_\_ Date: \_\_\_\_\_

Executive Director

\_\_\_\_\_ Date: \_\_\_\_\_

Sukapi Lodge Mental Health Center