

Memorandum of Understanding (MOU) Checklist

This Memorandum of Understanding (MOU) checklist provides districts/schools and mental health/community providers with a tool to assess if the necessary components are included in their agreement between district/schools and mental health/community agencies. Included in the checklist are components related to an Interconnected System Framework. This document was developed utilizing the MOU Component Checklist developed by Perales, Barrett, Eber, & Pohlman (2019).

MOU Components

Component 1: Intention, goals and outcomes for alignment are clearly stated

Explanation of the ISF includes:

- ☐ Alignment with MTSS/PBIS
- ☐ Concepts of social emotional learning (SEL) as Tier 1
- ☐ Mental health programming
- ☐ Preventative versus tertiary response
- ☐ Mental health programming, services, and activities

Expanded view of stakeholder includes:

- ☐ Mental health
- ☐ Family representation
- ☐ Student voice
- ☐ Stakeholders are full partners

Program purpose includes:

- ☐ Mental health for all
- ☐ Mental health services are delivered within an MTSS framework
- ☐ One delivery system
- ☐ Early identification and access; Defined mental health intervention with specific outcomes

Component 2: Organizations involved and time period of MOU are defined

MOU explicitly names:

- ☐ Participants
- ☐ Time Period

Component 3: Logistics for shared space, supplies, etc. are clearly defined

MOU explicitly states:

- ☐ Who is responsible for allocating space?
- ☐ How much and what type of space is needed?
- ☐ If the agency or district is responsible for supplies for clinicians

Component 4: Expectations for teaming are defined

MOU includes:

- ☐ Executive leaders from district and community systems
- ☐ Family and student representatives

MOU identifies/requires the completion of the following to inform installation of teams:

- ☐ Team membership inventory
- ☐ Systems conversations for teams
- ☐ Aligning teaming structures

Component 5: Expectations for communication are defined

The district has a written communication plan that outlines:

- ☐ Identified groups and teams and collective staff
- ☐ Individual(s) responsible for gathering and disseminating information
- ☐ Protocol for what information needs to be gathered and in a predetermined timeframe
- ☐ Communication survey and dates to assess the effectiveness of the communication

Component 6: Expectation for supervision, coaching, and professional learning

DCIT will work with the ISF coaches to integrate PBIS and mental health. The MOU spells out:

- ☐ How and what professional learning will be offered to the DCIT
- ☐ How supervision is provided for both mental health personnel and school district employees
- ☐ What systems level training is provided by the ISF coaches
- ☐ How cross training will be developed and who is responsible for coordination

Component 7: Staff roles and responsibilities are defined

MOU spells out:

- ☐ Parties responsible (District and Community Partners are listed)
- ☐ In parallel form (district will..., community agency will...)
- ☐ Are integrated into the system, including general education and special education contracts

- ☐ Have executive authority decision-making
- ☐ Are licensed
- ☐ Demonstrate participation in DCIT
- ☐ Share responsibility for ISF outcomes
- ☐ Share accountability for resources and policy change
- ☐ Share commitment to MOU for a defined time period
- ☐ Address role changes and job description for staff
- ☐ Plan for the installation of community-based clinician into the building leadership team
- ☐ Plans, support and coordinates co-training model
- ☐ Participates in Problem-Solving Activities on the DCIT
- ☐ Participates in Problem-Solving Activities on the SLT

Component 8: Routines and procedures for data tracking are defined

There is a system in place to:

- ☐ Work with ISF coaches to install and collect required assessments
- ☐ Adhere to recommended schedule for data collection
- ☐ Identify staff to work with ISF to make assessment and data system decisions
- ☐ Include mental health personnel and track community and mental health data related to school population
- ☐ Collect and report data for program and intervention impact on student/school psychosocial and academic functioning
- ☐ Collect and report data for student family satisfaction and engagement

Component 9: Policy and procedures for confidentiality are defined

MOU addresses the issue of confidentiality that provides a mechanism to:

- ☐ Protect all identifying student and family information
- ☐ Protect staff information
- ☐ Adhere to regulations from state, federal, and local statutes required of both mental health providers and school personnel
- ☐ States the terms needed for individual written consent for the release of information

The MOU delineates:

- ☐ Individual(s) responsible for crisis management
- ☐ How to use request process to determine next steps
- ☐ Process to determine when to refer outside of DCIT

Component 10: Policy and procedures for crisis response is defined

The MOU delineates:

- ☐ Individual(s) responsible for crisis management
- ☐ How to use request process to determine next steps
- ☐ Process to determine when to refer outside of DCIT

Component 11: Request for assistance procedures are defined

MOU spells out how the referral/request for treatment or assistance looks like including:

- ☐ District and community leadership provides a protocol for connecting students to a full continuum of mental health and socio-emotional needs
- ☐ DCIT should consider guidelines for school teams to manage requests for assistance
- ☐ Community and district clinicians participate in a design for the shared referral process for all three tiers

Component 12: Terms and responsibilities for funding are defined

MOU:

- ☐ Identifies the resources needed to support ISF
- ☐ Identifies resources that will be leveraged to assure community clinician can attend school-based team meetings
- ☐ Identifies the changing roles or way of work that will need additional funding (31-N)
- ☐ Describes how procedures, teaming, and interventions will be funded
- ☐ Describes how the co-teaching and professional development will be supported in the ISF model

Component 13: Disclaimers (intentions of MOU)

Does the MOU spell out what is not included or intended

Component 14: Terms and responsibilities of risk sharing

MOU spells out:

- ☐ Who is responsible for what
- ☐ Process for reporting and resolving conflicts