

**Mental Health and Schools Together-NH (MAST-NH)
Commitments of SAUs/District and MAST-NH**

Partnership Organization: SAU #1, Contoocook Valley

Expected Outcomes from Partnership:

1. Students and families will have access to a full continuum of behavior support including increased access to available community mental health and other community-based supports.
2. Students and families will have increased access to trained wraparound facilitators.
3. Students and families will have increased access to a culturally competent and linguistically appropriate regional interagency collaborative that (1) uses data-based decision making and community resource mapping strategies to strategically identify regional needs and assets in order to create a plan for addressing gaps and alignment of supports and services in a coordinated and integrated fashion and (2) helps schools, families and individual student wraparound teams address systemic barriers to accessing quality mental health care and community supports.
4. Students and families will have increased access to school and mental health partners who have knowledge and skills in areas identified for training in the grant.

Commitments and Responsibilities of MAST-NH to the SAU/School District:

1. Establish a MAST-NH Leadership Team to oversee the effort and coordinate training, technical assistance, information dissemination and evaluation efforts based on the MAST-NH proposal with the SAU/DW LT and the regional collaborative.
2. Establish a statewide advisory board to provide advice and expertise on issues of policy, implementation, and sustainability.
3. Organize training and technical assistance for (a) trainer of trainers, (b) selected school, mental health, and community personnel and (c) families to address all areas of the MAST-NH initiative.
4. Identify a MAST-NH liaison to work in partnership with SAU/DW LT to achieve (a) access to services, (b) training and technical assistance and (c) evaluation outcomes.
5. Work in partnership with the regional collaborative to achieve outcomes related to community resource mapping, protocol development, wraparound facilitation, and case management.
6. Work in partnership with community mental health and other service providers and families to develop referral and other protocols that increase access to services.
7. Work in partnership with schools, the regional collaborative, community mental health and other service providers and families to assess the effectiveness of professional development and intervention efforts.

Commitments and Responsibilities of SAU/District:

1. Establish a SAU/District-wide Leadership Team (SAU/DW LT) to oversee the effort
 - a. The role of the SAU/DW LT is to use data-based decision making to coordinate the development and integration of MAST-NH and PBIS-NH into existing SAU/DW priorities, systems and practices. The SAU/DW LT works in partnership with MAST-NH personnel and the regional collaborative to address needs, resources, and barriers to implementation and sustainability.
2. Identify a SAU/District-wide Coordinator
 - a. The role of the SAU/DW coordinator is to ensure that the SAU/DW LT is able to meet its obligations and commitments for coordinating and integrating MAST-NH and PBIS-NH into existing SAU/DW priorities, systems and practices. The SAU/DW coordinator works in partnership with the MAST-NH liaison and the regional collaborative liaison to address needs, resources, and barriers to implementation and sustainability.
3. Identify a School-based Intensive Supports Coordinator
 - a. The role of the school-based intensive supports coordinator is to coordinate referrals for intensive school-based supports and act as liaison between the school, family, district/SAU and local wraparound facilitators, mental health, juvenile justice and other community-based service providers. The intensive supports coordinator works in partnership with the school-based targeted team and the SAU/DW coordinator and the regional collaborative liaison.
4. Identify SAU/District personnel to be trained in community resource mapping (CRP) and life space crisis intervention (LSCI) techniques who will serve as trainers for other personnel in the SAU/district.
5. Coordinate the plan for training the trainers and school personnel in (a) the characteristics of mental illnesses and their effect on learning, (b) early detection and systematic screening procedures to identify students at risk for developing mental health problems, (c) procedures for making appropriate referrals to school-based targeted and intensive support systems as well as to community mental health agencies and wraparound facilitators, (d) the availability of local mental health resources and what should be expected from referral to those services, (e) crisis intervention techniques for de-escalating student behavior and procedures for accessing immediate mental health services when necessary, (f) engaging families using person-centered planning and wraparound facilitation as a tool for implementing system of care, and (g) community resource mapping strategies.
6. Work in partnership with the regional collaborative, community mental health and other service providers and families to develop referral and other protocols that increase access to services.
7. Work in partnership with MAST-NH, community mental health and other service providers and families to assess the effectiveness of professional development and intervention efforts.

Schedule and Timeline: November 2006-March 2008

Administrative Agent and Signatures:

Name of SAU/School District Representative	Date
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Name of MAST-NH Representative	Date
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12/4/2006