



MEMORANDUM OF UNDERSTANDING

Between
Alternative Peer Group
and
(School Partner)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Alternative Peer Groups (APGs) and the (School Partner) to provide the APG intervention to students.

I. BACKGROUND AND PURPOSE OF THE MOU

Youth with complex needs often struggle in school, home, and the community, and there are not always school resources available to meet the many needs of struggling students. By developing collaborative agreements between schools and Alternative Peer Groups, the capacity of communities to provide needed supports to youth and families increases and uses resources more efficiently.

This agreement will begin on _____ and will remain in force until terminated by either party. This agreement may be amended in writing at any time. Thirty (30) days written notice is required in the event that either party wishes to make a substantial revision or to cancel the Agreement.

PURPOSE:

Alternative Peer Groups are targeted supports for youth with problematic substance use that are facilitated by trained staff and overseen by credentialed staff to create a community of young people that encourages healthy lifestyle changes in a safe, socially-reinforcing environment that is wellness-focused.

This agreement is established to encourage mutual efforts in providing substance misuse education and supports within the school environment, to encourage collaboration between school staff and APG providers, and increase access and reduce barriers. Services provided by the APG are not to be substituted for services designated as the school's responsibility and specified within the IEP.

II. ROLES AND RESPONSIBILITIES OF PARTNERING ORGANIZATION

The above goals will be accomplished by undertaking the following activities:

(List and describe the activities that are planned for the partnership and who will do what)

- I. As a partner to this project, the _____ agrees to support the Children's Intervention Program at APG by:
 - Developing and implementing, with APG staff, a referral process for the APG.
 - Generating referrals for eligible youth.
 - Identifying a school contact person who can coordinate APG logistics.
 - Identifying and addressing systemic barriers for APG facilitation.
 - Assisting APG facilitators in obtaining student grades, transcripts, behavior, and attendance information.
 - Keeping the APG facilitator up to date on events that affect a youth's ability to meet with a facilitator on a predetermined day (i.e., field trips, assemblies, sick days, detentions, suspensions, or expulsions).
 - Discuss with youth whether they would like the APG facilitator to attend IEP or 504 meetings.
 - Disseminating successes with school faculty and community members.
 - Assisting in obtaining releases where necessary.
 - Allowing mental health center staff access to youth under conditions that are mutually agreed upon by all parties and not disruptive to the youth's academic schedule in order to facilitate and support APG activities.
 - Providing adequate office space with internet and telephone access.

- II. As a partner, the APG agrees to:
 - Obtain releases for youth in order to meet with them in the school and invite school staff to youth meetings.
 - Plan with the school ahead of time regarding logistics needed to meet with youth in the school, if necessary.
 - Meet with youth in the school under conditions that are mutually agreed upon by all parties in order to facilitate and support APG activities.
 - Provide APG services to clients of APG in the school setting.
 - Provide services that are specified in the APG, including 1:1 recovery peer support, family support, and APG group meetings and events (include whether you will include after-hours, crisis supports, etc.).
 - Maintain records for APG services.

SCHOOL RESPONSIBILITIES:

- Provide adequate office space with internet and telephone access.
- Provide administrative guidance regarding school policies and expectations.
- If a crisis occurs at the school, the school will follow its normal protocol. If available, the APG staff can provide guidance or consultation as appropriate.
- Ensure that any APG services are not identified in the IEP and are the responsibility of the school.

APG STAFF RESPONSIBILITIES:

- Provide APG services at the school.
- Work according to a mutually determined schedule to provide the most appropriate services.
- Maintain all records according to APG standards.
- Share confidential information between APG and school staff only with the written permission of the client according to 42 CFR Part 2. All shared information will remain confidential.

OTHER STIPULATIONS:

- In the event of a disagreement between APG and school personnel, APG reserves the right to make the final decision regarding all recovery support issues, and the _____ School District reserves the right to make the final decision regarding all school-related issues.
- The University of New Hampshire Institute on Disability provides coaching to the APG and may collect non-identifying information regarding the APG process, student outcomes, and school and fidelity data related to this intervention.

III. FINANCIAL CONSIDERATIONS

(School Partner) will provide space for APG staff to meet with students for the APG process. Outline contractual or financial agreements, such as:

- APG will bill Medicaid for these services and there is no financial obligation for (School Partner).
- APG staff are contracted to provide weekly Peer Recovery Supports at the school which will be invoiced to the school in the amount of _____.

IV. DURATION OF THE MOU

This MOU is at will and may be modified by mutual consent of authorized officials from APG and (School Partner). This MOU shall become effective upon signature by the authorized officials from APG and (School Partner) and will remain in effect until modified by mutual consent or terminated by any one of the partners through written notification of the intent to terminate at least thirty (30) days in advance to all parties. In the absence of agreement by the authorized officials from APG and (School Partner), this MOU shall end on (end date of partnership).

V. AUTHORITY AND AGREEMENT TO ENTER INTO THE MOU

The persons executing this MOU on behalf of their respective entities hereby represent and warrant that they have the right, power, legal capacity, and appropriate authority to enter into this MOU on behalf of the entity for which they sign.

APG Name, Position
Alternative Peer Group

Date: _____

(Partner name)
(Partner position)
(Partner Organization)

Date: _____