

Sample Memoranda of Understanding (MOU) or Agreement (MOA) School/District and Lead Partner

SAMPLE I

(attached to/referenced in formal legal district document)

COMPASS Community School Initiative Guidelines

COMPASS/UWGLV

- ❑ Will schedule, coordinate, and market Community School visits for the purpose of engaging potential funders and key stakeholders to provide support on behalf of the Community School initiative in the DISTRICT
- ❑ Recognize LEAD PARTNER autonomy in determining its own policies within the scope and spirit of this agreement
- ❑ Communicate to community and donors the needs, priorities, and changing conditions of the community, School/District, and the way in which support of UWGLV/COMPASS' partner agency programs/services can address these needs
- ❑ Offer of assistance as requested and when possible

DISTRICT/BLANK Elementary

- ❑ Active leadership by the school Principal to strengthen relationships with Leadership Teams, Community School Coordinator, and any community leaders bringing program/strategies to the school
- ❑ Recognition of role of Community School Coordinator
- ❑ Agreement to permit and participate in at least two Community School tours/visits per year
- ❑ Agreement to permit at least one presentation to the DISTRICT Board of Director per year, in collaboration with key district staff members and LEAD PARTNER staff regarding implementation of the Community School initiative
- ❑ DISTRICT agrees to timely production of all School Improvement and Strategic Plans as requested by UWGLV/COMPASS for the purpose of developing Results-Based Plans for the Community School initiative
- ❑ Assistance with annual data collection (student performance/academic data as appropriate and needed)
- ❑ Participation in annual performance review of Community School Coordinator
- ❑ Dedicated office space, desk, computer, phone, and related supports for the Community School Coordinator
- ❑ Establishment of a site-based Leadership Team (involving educators, parents, and community members)
- ❑ Development and implementation of results-based Action Plan focused upon the six Conditions for Learning of a Community School- developed once annually; reviewed and revised bi-annually
- ❑ Support for the Leadership Team to communicate with each other, parents, and community (email, newsletters, district-wide announcements)
- ❑ Travel expenses for Leadership Team to visit Children's Aid in New York City
- ❑ Custodial support for use of building in non-school hours
- ❑ Presence of teachers on teams
- ❑ Substitute teachers to allow teacher participation on teams

- ❑ Support of teachers in after-school hours/events
- ❑ Act 48 Credit and/or flex hours for those attending training sessions
- ❑ Space, AV equipment and hospitality for training sessions, as needed
- ❑ Release time for principals, faculty and staff to participate in training and regular meetings, as scheduled
- ❑ Active involvement in promoting Community School initiative: assessing needs and progress of school and community, participating in resource development and developing a results-based plan designed to improve the Community School Conditions for Learning, which include:

Community School Conditions for Learning

Quality Education

- Strong leadership/clear vision
- Competent and prepared teachers
- Rich and challenging curriculum
- Effective instruction
- High standards and expectation for students
- Small schools
- Small classes

Positive Youth Development and Motivation to Learn

- Opportunities for active and concrete learning
- After-school enrichment programs that enhance (vs. replicate) classroom work
- Use of community as a living textbook for learning
- Intentional opportunities for all youth to build developmental assets
- Effective supports for reshaping problematic behaviors

Basic Physical, Mental, and Emotional Needs of Students and Families Met

- Connections to accessible and affordable physical health, mental health, and substance abuse assessments and interventions
- Nutrition education and modeling via lunches, snacks, etc.
- Opportunities/supports for physical exercise

Mutual Respect and Effective Collaboration among Parents, Families, School Staff

- Welcoming/inviting school environment and practices
- Multiple avenues for parent/family engagement (re: child's education and school improvement)
- Intentional emphasis on student and family strengths
- High attention to cultural, socioeconomic, and other family-specific characteristics/experiences
- Frequent, relevant, and user-friendly communications
- Regular seeking of parent input/feedback re: school environment, programs, practices, etc.

Safe, Supportive, and Respectful School Environment

- Intentional focus on building, reinforcing caring relationships (student to student, student to educator, educator to educator . . .)
- Engagement of community advocates to help create safer, more positive school environment
- Attention to actual condition of school buildings in terms of image, safety, positive learning

Early Childhood Development

- High quality programs
- Academic linkages to Kindergarten
- Parent transitioning to Kindergarten

LEAD PARTNER

- ❑ Participation in development of a results-based plan, complete with best practice strategies aligned with United Way's Youth Succeeding in School community goal
- ❑ Participation in data collection and disclosure as requested by COMPASS
- ❑ Fiscal management of Community School revenue and expenses
- ❑ Conduct annual review of job description of Community School Coordinator and performance review of Community School Coordinator with participation of DISTRICT and COMPASS
- ❑ Representation on Leadership Team
- ❑ Active involvement in promoting Community School model: assessing needs and progress of school and community, participating in resource development and developing a results-based plan designed to improve the Community School Conditions for Learning (stated above)
- ❑ Agreement to permit and participate in at least two Community School tours/visits per year

SAMPLE II

Sample Letter of Agreement between School and Coordinating Partner

Date

To Whom It May Concern:

As Principal of [School] and Director of [Coordinating Partner], we are committed to working together toward a shared vision of our community school, embracing excellent instruction, engaging enrichment and recreational opportunities, health and social services that remove identified barriers to learning, leadership opportunities and support for our students' families, and resources that develop and nurture a vibrant community.

We understand that a successful community school depends upon strong collaboration between school administration and staff and the Lead Partner; seamless integration of resources, programs, and services with the school day; and a Site Coordinator who is empowered to manage partnerships and integration of programs and services.

We agree to plan collaboratively the details of program goals and content; to assess student and family needs and identify and collaborate with community partners to meet those needs; to identify the students and families to be served; to plan the shared use of school space and equipment; and to identify the roles school staff will play in supporting the partnership.

We agree that the Site Coordinator will play a leadership role in the community school. We will support close communication and accountability between the Coordinator, school administrators and staff, additional partners, and families. The Coordinator will be empowered to guide the needs assessment and resource inventory; to staff the Coordinating Council; to oversee outreach to children and families; and to broker relationships with program providers, refer students and families to those programs, and coordinate the programming, ensuring that what takes place before, during, and after regular school hours supports what happens in the classroom.

We further agree that the activities of the community school will encompass our work together consistent with, and in support of, the goals of the school improvement plan, and that we will develop a more complete Memorandum of Understanding in the first month of our funding, to meet the specific needs of our programs and our coordination needs.

We further agree to participate in partnership development activities provided by the Community Schools Initiative, with the shared intention of creating a sustainable community school.

Within this framework of our partnership, we agree to the following responsibilities:

School Agrees to Provide:

- A school-based Administrator as a key point of contact
- Opportunities for Lead Partner staff to meet regularly with faculty and staff
- Distribution of parent/guardian consent letters for programs coordinated by CP
- Appropriate student referral information
- Office space for Coordinator
- Program space for appropriate partner providers
- Access to a phone, fax, and copier
- Provide data related to agreed performance goals
- Endorsement of school staff participation in Lead Partner-sponsored events
- Space for service provider meetings
- Lead Partner involvement in relevant school teams and in development of School Improvement Plan
- Feedback to Lead Partner regarding quality of Lead Partner and other partner services
- Flexibility of Coordinator's time to fulfill responsibilities to Lead Partner
- Direction for accessing resources in the school
- Active participation by school staff in Coordinating Council

Lead Partner Agrees to:

- Assign a Coordinator to integrate school and community resources
- Conduct a full and on-going needs assessment, in cooperation with school staff, families and other partners
- Identify, coordinate, and monitor existing school and community resources and recruit as needed
- Facilitate communication and interaction between service providers and school point people
- Link service providers to school, students, and families and manage the delivery of these services
- Follow up on student performance and progress and provide feedback to the school and partners
- Provide leadership in Family Engagement, including outreach, communications, events
- Monitor and document the effectiveness of service provider activities on total school performance
- Convene Coordinating Council meetings to promote effective collaboration
- Provide access to national best practices, training, and technical assistance
- Ensure partner activities align with goals of school and school improvement plan

School Principal

Date

Lead Partner Director

Date

SAMPLE III

Memorandum of Understanding

Partner Roles & Responsibilities - J.C. Nalle Community School

Explanation

Pursuant to a partnership agreement between Marshall Heights Community Development Organization (MHCDO), the District of Columbia Public School (DCPS), the Freddie Mac Foundation (The Foundation) and Children’s Aid (CA), for the purpose of transforming J.C Nalle Elementary into a community school, this memorandum outlines roles and responsibilities of each partner. The J.C. Nalle Community is a locally driven initiative and is an adaptation of Children’s Aid Community School Model.

Roles:

Marshall Heights Community Development Organization (MHCDO)

- Will serve as the fiduciary agent for this initiative, managing current funding and securing additional funds for sustainability beyond current foundation funding
- Will be responsible for implementing and coordinating all activities pertinent to the successful transformation of J.C. Nalle Elementary into a community school
- Will have primary responsibility for the public engagement and public relations around the community schools
- Will be the resource procurer in this initiative
- Is the expert in community development and revitalization in this partnership
- Will be the sole intermediary with the Freddie Mac Foundation

District of Columbia Public School (DCPS)

- Is the Educational leader and expert in this partnership
- Is the institution to which J.C. Nalle is ultimately accountable
- Will continue the equitable distribution of resources to Nalle
- Will have primary responsibility for engaging and informing it’s various boards and structures of accountability of the Nalle initiative
- Promote the Nalle Community School as a model for emulation by other DC public schools
- Identify other innovative educational models such as “Year Round School” that are compatible with and will enhance the current Community School Model

Freddie Mac Foundation (The Foundation)

- Is the business partner of the Nalle Community School
- Is the primary funder of this initiative
- Will engage in the public engagement and dialogue with it’s structures of accountability
- Will hold MHCDO accountable for funds awarded to implement this initiative

SAMPLE IV

SUN Service System/SUN Community School

Collaboration Agreement

[Outlines responsibilities of school and County (funder), not Lead Partner]

September 2008

Multnomah County Department of School and Community Partnerships (“County”), and _____ School hereby enter into a one-year collaboration agreement to fulfill a shared vision for services delivered at the school as part of the SUN Service System. These services include SUN Community Schools.

SUN Service System is a system of relationships that links academic and enrichment programs and social services so that all students, families and individuals succeed and the community is strengthened. The vision for SUN is that every child has access to services that support educational success. The success of SUN hinges upon strong partnership and collaboration among school districts, governments, nonprofits, community organizations and businesses. To this end, the Parties are committed to creating and supporting a shared vision, common goals, and a clear communication structure.

This agreement is in effect September 1, 2008 through August 31, 2009.

This agreement references SUN Community Schools. This program is defined as follows (further definition can be found in the SAPF Service Delivery System Model or from the County staff):

SUN Community Schools (SUN CS): The SUN CS model aims to retain and support students and their families by opening the school as a community center and service delivery site before and after school, evenings and weekends. As part of the SUN Service System, SUN CS core service categories include:

- Academic Support and Skill Development (for youth and adults)
- Family Engagement/Involvement
- Community and Business Involvement
- Service Integration
- Site Management and Provision of Services/Activities

The SUN CS Site Manager coordinates a system to ensure access for students, families and community members to County-funded and community health and human services. All SUN CS services are to be linked with the school day and are planned and delivered in close collaboration with the school principal and staff.

SUN CS program outcomes include:

- Improve school attendance
- Improve academic performance
- Improve behavior and pro-social skills
- Increase developmental assets (including engagement in school)

(continued)

General Agreements

The Principal agrees to:

1. Provide access to the school sites and space necessary for SUN CS to perform their work.
2. Inform SUN CS staff of relevant school and district policies and procedures.
3. Include SUN CS site managers in school communications, including written and email communications related to school business. This includes providing a school mailbox for staff.
4. Assist with recruitment of low achieving and at-risk students. Schools will collaborate with SUN CS on general recruitment of students in a manner that ensures that students in need of assistance are referred to appropriate services and encouraged to attend. This collaboration also includes identifying specific low achieving and at-risk students and providing data necessary for the lead agency staff to recruit them, serve them and monitor their progress when a parental Release of Information is in place and on file with the School.
5. Take the lead in defining a referral and monitoring system within the school for student and family access to services and include SUN CS in that system.
6. Provide access to demographic and academic data on individual students when a parental Release of Information is in place and on file with the School. Specific data items are listed in the SUN CS release of information form.
7. Actively participate at the school level in SUN Service System evaluation, cooperating in the collection and distribution of information related to assessment as specified in the Intergovernmental Agreement between the County and the District.
8. Schedule time at an early staff meeting for the SUN CS site manager to introduce themselves, their programs and the referral process. It is recommended that SUN CS site managers attend staff meetings on a regular basis.
9. Be available, or have a designee available, to meet individually with SUN CS to address specific students and/or issues when the need arises.
10. Bring issues or concerns directly to the school-based staff first for resolution. The lead agency (in the case of SUN CS) and District liaison to the County will be included in these conversations if issues cannot be resolved between the employee and the principal directly. The County and District should be informed of any continuing concerns around SUN CS Lead Agency issues as well. The contact at the County for SUN CS is _____.
11. When speaking about the SUN Service System or doing press interviews, acknowledge the County and City of Portland as partners and funders in the SUN Service System.

For SUN CS, the Principal agrees to:

1. Coordinate the provision of SUN CS services with the SUN CS Lead Agency. The SUN CS Lead Agency is a nonprofit agency, the City, or the County, that delivers the SUN CS Services at a given SUN CS school site.

Joint management includes participation of the Principals in the following:

- Providing leadership in linking the school day with the extended day
- Selection process for the SUN site manager
- Establishing a SUN CS advisory body
- Collaboration on general recruitment of students in a manner that ensures that students in need of assistance are referred to appropriate services and encouraged to attend.
- Collaboratively developing an annual plan aligned with the school improvement plan
- Ongoing operational functions
- Developing partnerships with businesses.

2. Principals will hold final decision-making power regarding services provided at the school and will make their decisions based upon knowledge of the budget allocations for SUN CS and how they relate to the annual plan.

The County agrees to:

1. Comply with District policy on criminal background checks for SUN CS workers.
2. Ensure that SUN CS Lead Agencies activities and expenditures are in compliance with the SUN CS Program Instructions (included) and this agreement. The Program Instruction include that the County will:
 - Require that Lead Agencies collect and maintain the District-approved Release of Information from parents/guardians for all enrolled students involved in SUN CS extended-day activities.
 - Require that Lead Agencies comply with District criminal background check and fingerprinting policy.
 - Require that Lead Agencies follow the district Community Use of Buildings guidelines when requesting building use and inform the District of activity scheduling that affects major janitorial projects.
 - Require that Lead Agencies develop SUN CS annual plans collaboratively with the school principal and advisory bodies. Annual plans are to be aligned to district and school building improvement plans.
 - Adopt and implement behavioral expectations and discipline protocols that represent best practice and are in alignment with the school's practices.
 - Require that Lead Agencies provide the following information to School Principals:
 - Lists of students registered for classes and their class schedules
 - List of instructors indicating whether they are paid, district staff and/or have cleared a background check
 - Copies of Releases of Information for students participating in extended-day activities
 - Information will be shared in a timeline and manner agreed upon by both parties.
3. Make all reasonable efforts to reduce the burden of data collection on school staff. A minimum of one-month notice will be given for any change in evaluation collection from standard.
4. Provide additional information or data on schools as needed to satisfy other reporting requirements and/or District needs.
5. Work cooperatively with the School and District to resolve performance issues and/or remove from Schools those subcontractors or staff identified as unsatisfactory or non-compliant with the goals of the District, and/or the SUN Service System.

SAMPLE V

TULSA AREA COMMUNITY SCHOOLS INITIATIVE

16 East 16th Street, Suite 202, Tulsa, OK 74119-4402

P 918-585-5551 F 918-585-3285

DECLARATION OF UNDERSTANDING

This Declaration of Understanding (“Declaration”) describes and confirms an agreement made and entered into this _____ day of _____, 2007 by and among the Community Service Council of Greater Tulsa (“CSC”); Tulsa Public Schools (“TPS”); Union Public Schools (“UPS”); and the _____ hereinafter collectively referred to as “Entities”.

WITNESSETH:

WHEREAS, the Entities have entered into a collaborative relationship to create a successful infrastructure to support the creation of community schools in neighborhoods; and

WHEREAS, the Entities agree the collaborative relationship is referred to as the Tulsa Area Community Schools Initiative (TACSI) and Schools Uniting Neighborhoods for Student Success (SUNS); and

WHEREAS, the resources, services, and opportunities contemplated by this Declaration are of mutual interest and benefit to all Entities and will further the vision and mission of TACSI/SUNS; and

WHEREAS, the Entities seek to formalize their relationship with this Declaration;

NOW THEREFORE, the Entities hereto do mutually agree as follows:

1. AGREEMENT WITH THE COMMUNITY SCHOOL Definition as set forth by the community school coalition: A community school unites academics with families, school, and community to create a web of support that nurtures the development of children and adults; it is both a place and a network of supportive partnerships between the school and the community, promoting improved student learning, stronger families, and healthier community; it is uniquely equipped to enhance the learning environment of schools by providing opportunities that improve student’s success and build a community prepared for the 21st century.

2. AGREEMENT WITH THE VISION as set forth by the community school coalition: TACSI envisions a time when community schools serve as centers of community life, offering comprehensive programs, services, and opportunities to students, families, and the neighboring community. Sustained by family, school, and community partnerships, community schools provide nurturing environments and enriching opportunities, which promote successful learning.

With the support of community schools, every student will graduate from high school with a complete education, equipped with the academic, physical, social and emotional skills needed to achieve success and continued active involvement in the community.

3. AGREEMENT WITH THE MISSION OF TACSI as set forth by the community school coalition: The Tulsa Area Community Schools Initiative provides leadership and influence to engage local communities in creating and sustaining community schools that support academic success and strengthen children, families, and communities.

4. AGREEMENT WITH THE CONDITIONS FOR LEARNING as identified by the National Coalition for Community schools:

1. The school has a core instruction program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
2. Students are motivated and engaged in learning both in school and in community settings, during and after school.
3. The basic physical, mental, and emotional health needs of young people and their families are recognized and addressed.
4. Mutual respect and effective collaboration exist among parents, families, and community.
5. Community engagement and school efforts promote a school climate that is safe, supportive and respectful, and connects students to a broader learning community.
6. Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.

5. AGREEMENT WITH THE CORE COMPONENTS as set forth by the community school coalition: The services, resources, and opportunities of SUNS are organized around community schools' seven core components to improve student learning, strengthen families, and develop healthier communities.

1. Early childhood development and education
 2. Health and health education
 3. Mental health and social services
 4. Family and community engagement
 5. Youth development and out-of-school time
 6. Neighborhood development
 7. Lifelong learning
6. The Entities agree to conduct all undertakings in good faith and make decisions by consensus of the Entities. The Entities further agree to act in a spirit of collaboration, striving to place the substance of the relationship above the individual concerns of each Entity.
 7. The Entities further agree that they will work collectively to identify and mobilize local, state, and federal resources to sustain community schools.
 8. Any Entities may cancel its commitment to this Declaration without cause with thirty (30) days written notice to the other Entities.
 9. The Entities may amend, modify, or waive any provision of this Declaration with the written consent of all Entities.
 10. The original Entities to this Declaration, whose signatures appear herein, may mutually agree from time to time, to add Entities. If approved by all of the original Entities, the new Entity will be added

and become a formal Amendment to this Declaration. The Amendment will become an attachment to this original document.

11. The Entities are not and will not be considered as agents of each other and no Entity or Entities will have the power to bind or obligate any other Entity or Entities.

THIS DECLARATION OF UNDERSTANDING IS ENTERED INTO BY:

Signatures