Memorandum of Understanding between
Suwannee County School Board and
Suwannee Foundation for Excellence in Education DBA: Suwannee Education Foundation

The Parties of this Memorandum of Understanding (MOU) are **Suwannee County School Board (SCSB)** and **Suwannee Foundation for Excellence in Education DBA: Suwannee Education Foundation (referred to as SEF)** 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 **Community School Model (CSM)** that utilizes the strengths and expertise of school and community-partnered professionals. The new model will be formally called the **Leaders 4 Tomorrow Academy (L4TA).**

- This agreement seeks to formalize efforts currently underway through a 2021-22 pilot called **Leaders 4 Tomorrow (L4T).** The Foundation wants to expand this model through an Academy that reaches the entire county. This agreement confirms this commitment of the Foundation to seek funding and resources to fully launch this model.

- *CSM are defined as **school-community partnerships** that provide a multi-tiered system of services to support students, families, and the school community. Services include activities, resources, and experts that address academic, social, emotional, physical, mental, environmental, and financial wellbeing of students and their families.*

- *This model is designed as an out-of-school supplemental service agency that leverages **intergenerational engagement** through collaborative partnerships. The model is created using a **Community Asset Mapping** strategy to identify all of the current resources and services within the county. Using a placed-based approach as gaps are identified regarding existing resources in relation to current needs the team mobilizes to find or develop solution(s) to address those needs.*

- *Further, it leverages a model of **Community Based Participatory Research and Evaluation** model that ensures a collaborative approach of looking at needs and together developing solutions to address them. This team works with a strength based approach and is fluid to move inside and outside of various teams to maximize impact. Together the group monitors progress, evaluates performance and communicates with stakeholder across multiple spectrum.*

- ***Quality Education. Thriving Community.** Using timely-two-way communication the Academy pushes information out through multiple channels and constantly engages throughout the community to be abreast of the latest and greatest activities in the county to help promote quality education and a thriving community. Hands-on service projects are developed between schools, students, teachers and community partners.*

- ***Leaders 4 Today (L4TY).** Promoting social and interpersonal relations coaches work with the District to support opportunities to develop skills and support systems for existing teachers and help nurture a pipeline of new teachers through the Grow Your Own initiative.*

Service Line 1 – *Resiliency Coaching: positive social, emotional, educational, financial, and behavioral skills that nurture wellbeing and resiliency. These activities can be implemented individually, by grade level, classroom and/or school-wide. Coaches are assigned to serve: 1) Elementary School; 2) Middle School; 3) High School; 4) RiverOak-including adult learners; 5) Virtual; and 6) Others-employees and teachers.*

***Service Line 2** – If mental wellbeing is at-risk, the Coach coordinates referral with the approved Mental Wellbeing service agency and/or refers to others as applicable through Hand-in-Hand Network. If physical Wellbeing is at-risk the Coach refers individual/family to the District Wellness Center and/or regional providers.*

Service Line 3 – *Selective services and supports to promote Educational Wellbeing through school transitions and college and career readiness includes the following:*

- Collaborate with community partners and the District in the development and coordination of a full service tutoring program for PK-12
- Collaborate with Guidance in the development and coordination of test prep services
- Collaborate with community partners to coordinate scholarship activities for college, university and certifications
- Collaborate with community partners to develop and deliver soft skills training for students and families.
- Progress monitoring of students academic progress and intellectual wellbeing.
- Market and promote FASFA, College Board, and Bright Future resources and support successfull application with student populations.
- Collaborate with Principals/Assistant Principals to connect students to electives and extra-curricula activities.
- Collaborate with Principals/Teachers/Guidance to organize opportunities for Service Projects and Volunteering.

Service Line 4 – *Indicated wellbeing and resiliency concerns are individualized to meet the unique needs of each student and families who are displaying concern in multiple life domains (home, school, and community). Individualized prevention, interventions, and empowerment services are delivered to address concerns.*

- Select and/or develop screening tool, develop screening process, implement Individualized Education & Life Improvement Plans.
- School climate activities
    - Support and augment District family and community outreach
    - Promote Positive Youth Development & Leadership Skills
    - Support bullying prevention strategies
    - Provide opportunities for acknowledgement and recognition of student, teacher, families, and partners
    - Resiliency Practices (trauma, restorative practice, poverty)
- Provide professional development regarding wellbeing & resiliency for
    - Students
    - Families/caregivers
    - Teachers/school staff
- Collaborate in the development of secondary interventions with district staff
- Facilitate wellbeing services (Social/Academic Instructional groups, Mentoring, Academic Seminar, etc.)
- Progress monitoring of students receiving services in the Leaders 4 Tomorrow Academy
- Participate on Intervention Support Team as requested to provide consultation and problem solving strategies
- Communicate with students, families, and staff on student progress in interventions
- Monitor chosen interventions implemented with fidelity (e.g., wrap around resiliency & wellbeing fidelity tool)
- Support crisis response for individual students and/or teachers as needed
- Participate on School/District Support Team as requested
- Facilitate transitions to and from community agencies and programs to ensure continuity of care
- Promote and leverage mentors, volunteers and coaches

- ❑ For all of above services, utilize evidence-based services (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), as available. When evidence-based interventions are not available, selected services are based on promising/best practices and evaluated for program impact.

** For instance, 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).*

- ❑ Collect and report data that documents
  - Program impact on student/school functioning in the various areas of welbeing
  - Student/family satisfaction and engagement

- ❑ Ensure the complete confidentiality of identifying student and family information gathered in the performance of this agreement. The information gathered, used, and developed is not provided to any other party without the express written approval of individual(s) authorized to give consent for release of information. The data collected in this program is shared and monitored by HealthTech Consultants, Inc. a research and evaluation firm out of Jacksonville Florida with over 33 years of experience evaluating high level longitudinal studies for Federal Agencies and School Districts.

- ❑ Meet federal, state, and local regulations required of providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA) and FERPA.

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

- ❑ **SEF Responsibilities**

  - Executive Director actively participate on District Leadership Team as requested to:
    - Ensure collaborative partnership and outcomes
    - Coordinate and ensure policy and compliance
  - School-based coaches actively participate on school-based team(s), including as assigned to support effective school-community collaboration that promotes:
    - Well-defined roles and responsibilities of team members (with structures in place to avoid duplication of efforts)
    - Data sharing
    - Data-based decision making
    - Seamless services and supports across service lines
    - Integration of social services and academic supports
    - Effective referral processes
    - Reduction of duplication
  - School-based coaches actively participate in professional development as defined by District Leadership Team as requested.
  - Provide wellbeing screening, assessment, and services to include: 1) Wellbeing and resiliency coaching; 2) Tutoring; 3) College and Career Readiness; 4) Successful transitioning between elementary, middle, high school and higher education/workforce; 5) Scholarships; 6) Soft Skills Training; 7) Extra-curricula promotion; 8) Community and Family Engagement; and 9) Community and Business Partner Development.
  - Promote district assets to students, parents, and community (i.e. Wellness Center, Family Engagement Center, 21st Century, and new services as identified).
  - Collaborate with Principals, Assistant Principals, Guidance and Teachers as applicable to maximize resources and minimize duplication.

- ❑ Responsibilities of **School District and Schools:**

  - ❑ Identify district and school point of contact to facilitate successful integration of community school coaches and services into school(s) and address any concerns.

  - ❑ Facilitate inclusion and active participation of community partners in school-based 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, schools and the district*
    - *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*

  - ❑ Create data-based decision models and referral processes that promote early identification and intervention for students

  - ❑ Provide confidential shared-space in school(s) that includes access to a locked file cabinet and Internet access for communicating with families and other providers.

  - ❑ Facilitate access to student data to support monitoring and evaluation of impact.

- ❑ **Funding Agreement:**
  - ❑ **School District** will pay for services that are covered under existing funding mechanism through federally supported formula programming.
  - ❑ Suwannee Education Foundation pays for services provided through the Leaders 4 Tomorrow Academy if/when grant funding is acquired.
  - ❑ Both parties agree and understand the full scope of work is dependent on supplemental funding.
  - ❑ Both parties agree to a phased-based approach to roll out comprehensive services overtime as funding is secured.
  - ❑ Current funding sources sought include Community School Model, Promise Neighborhood, fundraisers, and donor campaigns. Other sources are to be identified.

- ❑ **Independent Contractor:**
  - ❑ In providing services to **School District** students, staff, and family, **Suwannee Education Foundation and its employees and contractors** 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 Schools served or the School Board.

- ❑ **Duration and Termination:**
  - ❑ This Agreement is for the period beginning September 1, 2022. 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 days of the receipt of written notice. Notice shall be deemed effective when delivered via certified mail to the following:

Suwannee County School District | 1740 Ohio Ave. S, Live Oak, FL 32064 | Phone: 386.647.4600 | Fax: 386.364.2635

And to

Suwannee Education Foundation | 1314 Pine Avenue SW #617 | Live Oak, FL 32064 | 386.647.4053 | 904.476.1137

- ❑ **Whole Agreement:**
  - ❑ 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.

Chairperson, Suwannee County School Board

9/9/2022

Ted Roush, Superintendent of Schools
Suwannee County School District

Lori Evans, Executive Director
Suwannee Education Foundation

"Approved as to Form and Sufficiency
BY _____
Leonard J. Dietzen, III
Rumberger, Kirk & Caldwell, P.A.
Suwannee School Board Attorney"