

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE BOARD OF EDUCATION OF BALTIMORE COUNTY (BOARD)
AND
THE TEACHERS' ASSOCIATION OF BALTIMORE COUNTY (TABCO)

Community Schools

The Board of Education of Baltimore County ("Board" hereinafter) and the Teachers' Association of Baltimore County ("TABCO") (hereinafter jointly referred to as "Parties") enter into this Memorandum of Understanding ("MOU") to address implementation of Community Schools and supplements the Parties' 2020-2023 Master Agreement.

Whereas psychologists, sociologists, and other child advocates have established that multiple factors in a child's community, including the school, affect a child's social, emotional, cognitive development and overall readiness to learn;

Whereas schools alone cannot address the needs of the whole child;

Whereas students' opportunities to learn increase when schools are positioned to be part of a network of support within the community working collaboratively to create the conditions for learning that all children need and deserve, regardless of race, gender, or socio-economic status;

Whereas schools increasingly are called upon to meet the needs of students created by the underserved needs of low-income, segregated, and under-resourced communities; and.

Whereas on February 17, 2021, the Maryland Legislature passed "Blueprint for Maryland's Future" Legislation; and

Whereas the Blueprint for Maryland's Future, creates community school program funding for schools with high concentrations of students living in poverty. Annually, personnel grant funding is distributed per school for a community school coordinator and health care professional. During year three of eligibility, eligible schools receive a per pupil allocation to implement a community school plan developed using the completion of a robust community school needs assessment during year's one and two of grant eligibility. The Concentration of Poverty Grant would fund community school programs that support the five Baltimore County Public Schools' (BCPS) Community School Commitments which are: college and career readiness; equity and inclusion; family and community engagement; health and social supports; and safe and supportive learning environments.

Now therefore, the Parties hereby agree as follows:

1. BCPS will establish a Community School Steering Committee of no less than 12 members to be comprised of systemwide stakeholders including students (when applicable), family/community members, school staff, school system staff and local

bargaining units; the steering committee will be co-chaired by a committee elected chair and a TABCO representative. The BCPS Community School's office, and/or designated representatives, will provide facilitation coaching to Committee chairs.

2. This Community School Steering Committee will:
 - a. mutually agree to a process that will be used to support and monitor the effectiveness of the Community School Initiative;
 - b. create structures for collaborative problem solving to improve community partnerships, address the BCPS Community School Commitments and integrated supports;
 - c. establish protocols and structures for mutually respectful dialogue and reciprocal learning between the school and community, as well as mutual accountability for the successful implementation of a community school model;
 - d. pursue continuous improvement from an asset-based approach that utilizes a growth mindset to build from the strengths of their students and school community; and
 - e. foster the importance of the tenets of community schooling during and after the current pandemic, to leverage a community's assets to ensure that all students receive continuous supplemental supports in and out of the physical school environment;
 - f. define the essential role of Community School Facilitators as a critical bridge connecting the school and the community in long-term sustainable relationships which result in bringing resources that strengthen whole child supports and contribute to overall student success;
3. A strategic plan with the following initiatives are to be developed by the Community School Steering Committee in order to:
 - a. increase engagement of all BCPS divisions and offices in the Community School Initiative;
 - b. research existing assessment tools for community schools in order to develop an evaluation framework for the initiative to determine viability for expansion;
 - c. use short-term and long-term metrics to monitor progress in implementing the BCPS of community schools;
 - d. identify other schools in Maryland and nationally that are successfully implementing one or more components of the five BCPS community school commitments (college and career readiness: equity and inclusion: family and community engagement; health and social supports; and safe and supportive learning environments) to explore opportunities for learning and collaboration;
 - e. develop and/or adopt a comprehensive best practice curriculum and training strategy for community school teams and community school facilitators by Spring 2022;
 - f. analyze the ideal qualifications and criteria for community school facilitators;
 - g. develop of a Community School Office that will also support the Community Schools Steering Committee.

- d. identify other schools in Maryland and nationally that are successfully implementing one or more components of the five BCPS community school commitments (college and career readiness; equity and inclusion; family and community engagement; health and social supports; and safe and supportive learning environments) to explore opportunities for learning and collaboration;
- e. develop and/or adopt a comprehensive best practice curriculum and training strategy for community school teams and community school facilitators by Spring 2022;
- f. analyze the ideal qualifications and criteria for community school facilitators;
- g. develop of a Community School Office that will also support the Community Schools Steering Committee.
- h. design a compact in order to facilitate school partnerships with key city and county agencies, higher education institutions, and others to open up the use of schools to the community on nights and weekends and to increase school access to public health, instructional and social services;
- i. identify short and long-term funding sources to sustain schools selected for the Community School Initiative and to expand the community school model to additional schools in the next two years, if initial evaluation efforts of the first cohorts show positive outcomes;

Resolved further, that the Superintendent of Schools and the Community School Steering Committee shall report back to the Baltimore County Board of Education at least twice a year, in December and in June, on the status of the Community Schools Initiative and progress made towards the recommendations listed above.