Attachment 6



# Seattle Public Schools

**Community Alignment Initiative Terms and Conditions**

**What is the Community Alignment Initiative?**

Alignment is a framework that guides how schools, school-based preschool and extended learning programs, families and communities work collectively to support the academic pursuits of children and youth. It is also a tool to ensure that schools, preschools, afterschool programs and school-based health centers reflect, holistically, the developmental needs of children and youth and that afterschool programs complement the teaching and learning happening during the core school day. It also helps prepare young people for college, career and life. Preschool programs prepare children to participate to the best of their advantage in the schools and afterschool programs they will soon attend.

## Alignment Partnerships Terms and Conditions

**Assessment supports quality of partnership:** Seattle Public Schools recognizes the importance of quality out-of-school time partnerships to student success and is committed to supporting its partnerships with aligned providers. It is because of this commitment that we conduct an assessment of each team’s annual “Alignment Partnership Agreement and Plan” to determine the extent to which a provider/school partnership can make progress towards the outcomes and criteria. This assessment will also help us identify the types of support and training to schools and providers for successful alignment implementation.

**Strong plans result in continuation of partnership:** Teams that can clearly articulate, with specific examples, how they intend to deliver on expectations in their submitted “Alignment Partnership Agreement” will continue their partnership under a continued, rent-free agreement for the provider. Provider/school teams will be notified of their status annually. Implementation of the plan occurs the following September.

**Accountability and commitments:** Seattle Public Schools understands that the success of alignment is dependent on a strong provider/school partnership. Seattle Public Schools will support school principals and providers in their critical roles in achieving alignment goals and supporting student learning and success. This initiative will require ongoing communication between the program and school. By engaging in this partnership agreement, the school principal agrees that:

* The school principal will participate, and/or designate a school staff liaison to participate, in all aspects of the alignment implementation.
* The school principal and provider will share alignment goals/plan with school staff at a staff meeting in spring and/or fall.
* The school principal or liaison will meet quarterly with the program provider.
* Schools will organize in a way to ensure that the provider has the opportunity to coordinate with school staff during the school day to share information about student/child academic and social needs.
* Information will only be exchanged about student/child academic and social needs, as approved by the parent or guardian within the existing FERPA confidentiality laws and policy.
* The school principal will consult with the Alignment Coordinator as well as Program Placement regarding any space issues that might impact the program (including non-dedicated program space) prior to a decision being made or actions taken.
* The school principal will share the Continuous-School Improvement Plan (C-SIP) with the program to discuss and support the provider partnership developing a plan for addressing the school’s key academic strategies.
* Both schools and providers, who receive questions/concerns from parents/families about the other organization, will:
  + Ask the parent/family to address those issues directly with the organization where they are occurring, or
  + Arrange for the parent/family member to talk with both the school principal and the provider.
* Schools will include providers in school-based and district training opportunities when appropriate.
* Both schools and their alignment partners agree to participate in the initiative's evaluation.
* Provider and school partners are invited to participate in training and take advantage of technical assistance offered through Seattle Public Schools School & Community Partnerships, School’s Out Washington (SOWA) and the City of Seattle Department of Education and Early Learning (DEEL) where applicable.

Elementary school-based non-CLC sites are expected to meet WA State child care licensing requirements as well as program requirements for DEELs Child Care Assistance Program, (or, in the case of Parks and Recreation sites, Parks and Recreation Department requirements). These programs are also expected to accept WA State and DEEL child care subsidies (or Parks and Recreation scholarships in Parks and Recreation sites) without restriction for eligible families who need assistance affording child care.

Providers and schools participating in the City of Seattle Families and Education Levy programs are expected to meet performance standards and inform each other of any changes in the status of their Levy agreement that may impact the partnership’s alignment plan and agreement.

Providers will comply with the Americans with Disability Act and are expected to provide services to children and youth with special needs.

# Principal/Provider Changes

Providers and schools are expected to continue implementation of this alignment plan even if the Principal or Program Director changes at the building. In the event of a Principal change Provider will brief the new Principal within three months of his/her appointment.

If a Program Director changes in a multi-site organization, the organization’s Director will brief the new Director. The organization’s Director will also promptly notify the SPS Alignment Coordinator of the new Director’s name and contact information including email address. If there is a Program Director change in a single site organization, a member of the City of Seattle’s Childcare Assistance Program team will brief the new Director.

## Issues Resolution Process

If a conflict arises between the school and their aligned partner that proves a barrier to alignment, the Principal and Provider will, of their own volition or by request of the Alignment Coordinator, regulating agency or funder attempt to resolve the issue.

If the issue remains unresolved, the Alignment Coordinator will conduct an appropriate review, meet with the parties and make a recommendation for a solution and timeline, which may include any or, all of the following in progression of increasing authority:

The Alignment Coordinator;

* will facilitate discussion(s) between the Principal and Provider using appropriate conflict resolution practices.
* will request support services such as training from SOWA or School Community Partnerships and/or reports from and coordination with state and local government licensing/monitoring agencies.
* in consultation with the school’s Principal and Education Director, will identify a person or team to determine appropriate steps to resolve the issue. This team commonly includes the school’s Education Director, the agency Program Director, the Alignment Coordinator, other SPS personnel and one or more representatives of the Learning Partners Group (LPG).
* will seek input from parents and guardians with students enrolled in the aligned program as appropriate
* with the Principal’s permission will seek input from school teachers and other staff as appropriate
* will consult with/involve other members of the Learning Partners Group (LPG) and provide technical assistance and issue resolution support independently or in partnership with the LPG.
* in collaboration with the school’s Education Director and the provider’s Program Director, will facilitate issues resolution, and development of an issues resolution plan at a District Administration level
* will request the school’s Education Director develop a plan including the consequences of non-compliance if the school and provider cannot mutually agree on an issues resolution plan within a reasonable amount time frame.

## Interventions and Corrective Actions

In the event that the provider/school team does not meet the expectations of the initiative as specified in the “Alignment Partnership Plan” or a re-submitted “Alignment Partnership Plan” does not demonstrate intent/ability to agree to and implement sufficient alignment strategies the intervention process will include the following steps:

* The Alignment Coordinator, in consultation with the school’s Education Director and, when applicable, will identify a person or team to determine appropriate steps to resolve the problem(s). This team will include, but is not limited to, the school’s Education Director, the agency Program Director, and the Alignment Coordinator.
* The Alignment Coordinator will arrange and facilitate a program status meeting(s) with the Principal and Program Director which may include: 1) for licensed child care; WA State Department of Early Learning Child Care Licensor, City of Seattle DEEL, Manager of Early Learning and Education Programs and/or the Education Specialist, School’s Out Washington Trainer and/or Training Director, and from the provider organization the Executive Director, Child Care Program Manager, Site Supervisor or staff representative in equivalent positions and 2) for all other programs; SPS Director of School/Community Partnerships, the provider organization’s Executive Director, Program Manager, Site Supervisor or staff representative in equivalent positions
* Taking into consideration the outcome of the program status meeting, the team may seek input from those parents/families currently being served in the program.
* The team will determine the appropriate plan for corrective action, which may include technical assistance, training, mediation and/or conflict resolution.
* The Alignment Coordinator will work closely with the school’s Principal and the Learning Partners Committee in implementing the plan within the timeline.

## School Non-Compliance

If, after intervention including support, technical assistance and corrective action, a school Principal does not demonstrate the desire or ability to effectively implement its responsibilities under alignment strategies and the team’s Alignment Agreement appropriate Senior Leadership will review the history of the issue and determine whether or not to allow the Provider to continue under a rent-free permit or lease agreement based on the merits of the program and service to the school community.

## Provider Non-Compliance

If, after intervention including support, technical assistance and corrective action, a Provider still does not demonstrate the desire or ability to effectively implement its responsibilities under alignment strategies and the team’s Alignment Agreement SPS Property Management may issue a 90 day notice terminating the lease or use permit and the Provider would be required to stop operating at the site.

The provider would only be terminated if:

* It was clear that it was the provider (rather than the school) that was unwilling or unable to participate in the alignment process;
* Parents/families currently being served in the program had been surveyed for input as appropriate (either in developing and implementing the plan or during consideration of termination under this section) and
* The school’s Education Director determined this was the last resort, since providers play significant support and care giving roles in the lives of children and youth and provider termination could result in considerable disruption to families.

Susan Hall

Alignment Partnerships Coordinator

*Seattle Public Schools*

Community Alignment Initiative