
Equity Scholar in Residence Services Memorandum of Understanding (Template)

This Memorandum of Understanding is entered by and between the **School or District Name** (“the school”), and the **Institute for Liberatory Innovation** (“ILI”) regarding **Equity Scholar in Residence Services**. The ILI and the school referred to as the “parties” to this MOU.

General Description of Services

The ILI will provide a 50% FTE Equity Scholar in Residence, with the shared objectives of

- increasing educators’ confidence and willingness to promote educational equity.
- increase practices among educators understood to promote education equity.
- increase overall system capacity to respond effectively to emerging and crisis issues and challenges affecting educational equity.

The ILI will undertake all administrative and employment responsibilities associated with the Equity Scholar, and ESR services to the school; will conduct research-evaluation activity to assess the impact of ESR services to the school, and provide the school with a copy of those findings.

The ESR model was developed in collaboration with K-12 educators, resulting in services grounded in four principles:

- *Embedded, genuine relationship.* An individual Equity Scholar is embedded in a school or small district, working on a daily basis with school staff, intentionally developing genuine relationships with colleagues in the school and with community members.
- *Learner-centered education.* The Equity Scholar works within a learner-centered pedagogy, responding to context-based questions and challenges identified by educators and community members, rather than with pre-determined information, programs, or solutions.
- *Compassionate and restorative interaction.* The Equity Scholar responds to equity challenges and questions with kindness and without pre-judgement, and works to strengthen relationships through respect and mutual accountability.
- *Responsive Scholarship.* The Equity Scholar has a deep knowledge of history, information and emerging insight about issues that drive inequity, knows how to find information they don’t already have, and works collaboratively with educators to identify resources specific to their emerging, day-to day equity challenges.

Further information about the Equity Scholar in Residence model and services, including the history of model development, is available on the ILI website at

<https://www.liberatoryinstitute.org/equity-scholar-in-residence-model>

Responsibilities of the ILI

The ILI will:

- 1) Hire, train, and supervise a designated Equity Scholar for the school as follows:
 - a) The ILI will only assign an Equity Scholar that meets the following qualifications:
 - i) a scholar deeply versed in social equity resources who also knows how to find new resources to address particular needs.
 - ii) a learner-centered educator, responding to the needs of the school, unattached to a particular approach to promoting education equity.
 - iii) a collaborative colleague, offering insights, asking questions, thinking-with, and providing resources.
 - b) The ILI will consult with the school and district before assigning an Equity Scholar to the school, providing the school an opportunity to review the credentials and conduct a meeting between school leaders and the ESR candidate.
 - c) The Equity Scholar will be employed by the ILI and assigned to serve as an embedded colleague in the school responsible for implementing the ESR Model. Although the Equity Scholar is not subject to the employment policies of the district and school, the Equity Scholar will be required to comply with all relevant school workplace policies related to safety and security.
- 2) Undertake all employment-related responsibilities with respect to the Equity Scholar, e.g. payroll, taxes, benefits, bookkeeping, and liability insurance.
- 3) Provide the Equity Scholar with at least weekly mentorship and support from a Senior Equity Scholar, as well as on-call support from the Senior Equity Scholar and other ILI staff.
- 4) Check in with school leaders regularly, on a schedule agreeable with school leaders and by reasonable request.
- 5) Meet with and present to school and district stakeholders by reasonable request
- 6) Conduct an annual evaluation of the impact of ESR services at the school (as further described in the “Research” section) and share a written report of its findings to the district and school.
- 7) Provide up to 25 hours of assistance annually with identifying and securing funding to implement the ESR Model beyond the

Responsibilities of the School

The school will:

- 1) Pay ILI \$51,270 by [DATE TBD] to support implementation of the ESR model at the School
- 2) Represent and support implementation of the ESR model described above, and with documentation provided as part of this understanding
- 3) Make a robust effort to include the Equity Scholar in the school community, which shall include at a minimum:
 - a) Informing the Equity Scholar of school policies, practices, and traditions
 - b) Supporting the Equity Scholar in their efforts to develop relationships with school staff
 - c) Inviting the Equity Scholar to staff meetings and school events (where appropriate)

- d) Including the Equity Scholar in planning for professional development related to educational equity
 - e) Including the Equity Scholar in discussions about emerging equity issues and in discussions about supporting educators to address social equity issues
- 4) Provide the ESR with a confidential workspace in the school that is available for use during agreed-upon working hours.
 - 5) Provide the ESR with any necessary security clearances, keys, and identification necessary to access school grounds and interact with staff and students.
 - a) Pay all costs associated with specific security clearances required for adults working in the school
 - 6) Support and cooperate with ILI staff evaluation efforts including but not limited to soliciting voluntary participation in surveys and interviews
 - 7) Check-in with ILI Senior Staff on a schedule agreeable to the school, or by reasonable request
 - 8) Inform the ILI Director immediately of any concerns arising from the ESR model or the work of the ESR in the school.

Evaluation- Research

- 1) In order to continue its efforts to understand how, why and the extent to which the ESR Model works through the implementation of the ESR Model in this school, the ILI will conduct surveys and interviews of school staff, with the oversight and approval of school leaders.
 - a. Research-evaluation activity will not include students.
- 2) The ILI will provide the school with a copy of the findings of research-evaluation activity, and present findings to stakeholders upon request.
- 3) The evaluation report (or any other publication) will not include any data or findings that could reveal individual students' identities, and will only include data or findings that would identify educators with their expressed permission.

Intellectual Property

- 1) All documents and descriptions of the ESR model and services provided by the ILI are copyrighted by the ILI, and may not be republished, shared, or modified in any way differing from the definition of the model without the ILI's written consent.
- 2) Any and all data collected by ILI to develop, research, or evaluate the ESR Model (e.g. survey and interviews responses), as well as any resulting findings or reports, are the confidential information of the ILI.
- 3) Any presentation, written or verbal, regarding the ESR Model or its implementation at the school will include attribution of development and ownership of the ESR Model to the ILI.

Effective Date/Duration/Termination

- 1) This understanding shall be effective beginning on DATE TBD and shall remain in effect until June 30, 2022, unless earlier terminated as provided below.
- 2) Any party may withdraw their participation in the project and terminate this MOU if the other party materially violates the terms of the MOU, provided that the party seeking to withdraw shall notify the

other party as soon as reasonably possible and participate in conversations to resolve issues before making a final decision.

- 3) Notwithstanding the foregoing, in the unlikely case ILI or the Equity Scholar violates school safety or security policies in a manner that creates a danger to students or other community members, the District and School may withdraw participation and terminate this MOU immediately without prior notice.

Signatures

We the undersigned understand and agree to these conditions and responsibilities,

