



Standard Operating Procedures

District Partnership Handbook

APPROVED: September 6, 2023

District Partnership Handbook

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: CW 9-6-23

Version Number: 2023.1

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
<i>GK (Local)</i>	<i>Community Relations</i>	<i>5</i>

Table of Contents

Policy Cross Reference Sheet.....2

INTRODUCTION.....4

OVERVIEW4

DISTRICT PARTNERSHIP REQUEST PROCESS.....4

ASSESSMENT.....5

PARTNER ENGAGEMENT.....6

FORMALIZATION.....8

IMPLEMENTATION9

MONITORING & EVALUATION9

PARTNERSHIP RECOGNITION.....10

EXHIBIT A – Profile of a Graduate12

EXHIBIT B – Partnership Selection Criteria13

INTRODUCTION

The Partnership Handbook has been developed in alignment with [Policy GK \(Local\)](#) to help guide internal and external stakeholders on how to successfully engage in partnership and collaboration opportunities with Fort Bend ISD.

A partnership is defined as a mutually beneficial and ongoing relationship between the District and an organization that supports students, families and/or the District in accordance with the mission, vision, core beliefs and commitments identified in [Policy AE \(Local\)](#) and Board of Trustees adopted goals.

OVERVIEW

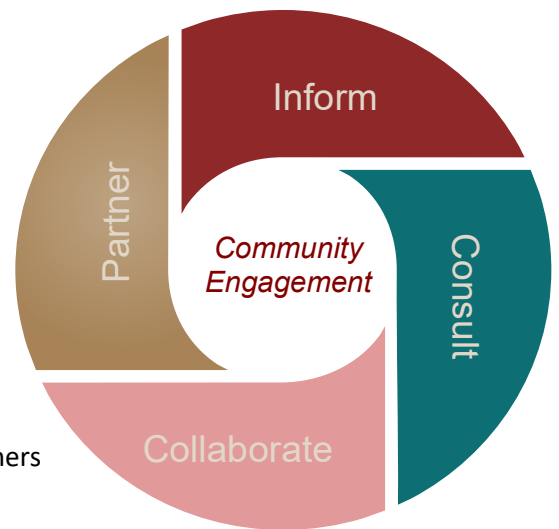
Philosophy

The Board of Trustees believes that the highest levels of student success are best attained in a well-functioning, high-performing community of learners. The District shall collaborate and partner with the community to support students in developing Profile of a Graduate attributes (see [Exhibit A](#)) and to help improve student outcomes and achievement.

Policy GK (Local)

The Board of Trustees developed [Policy GK \(Local\)](#) for community engagement which entails a comprehensive system to inform and be informed by, consult with, partner with, and collaborate with the District’s diverse stakeholders that make up a true collaborative community. Stakeholders include and are not limited to parents/guardians, non-profit organizations, local businesses, interfaith agencies, health entities, institutions of higher education and community-based organizations.

In accordance with [Policy GK \(Local\)](#), the following outlines comprehensive step-by-step procedures to engage with potential partners and collaborative opportunities.



DISTRICT PARTNERSHIP REQUEST PROCESS

Compliance with these procedures includes proposed activities by all stakeholder groups including Board of Trustee members (active or seeking election) and local and state representatives. The following are three steps that outline the process for engaging with the District. All steps are further defined and expanded upon within the procedures.

Step 1: Potential partner to complete [Partnership Interest Form](#).

Step 2: Department of Collaborative Communities will conduct initial review and assessment between potential partner and District and coordinate meeting with all relevant internal departments to review proposal.

Step 3: If appropriate fit, goals and alignment exists, an internal department partnership owner will complete and execute an agreement document between District and partner (as applicable). A partnership evaluation will be conducted annually.

ASSESSMENT

This portion covers Steps 1-2 in the District Partnership Request Process.

Collaborative Communities will lead and coordinate efforts to determine whether a partnership is an appropriate fit based upon campus/District needs and implement a systematic approach to review and track community relationships. District departments and campuses will refer prospective partners to the online [Partnership Interest Form](#).

The Partnership Interest Form includes specific questions that address:

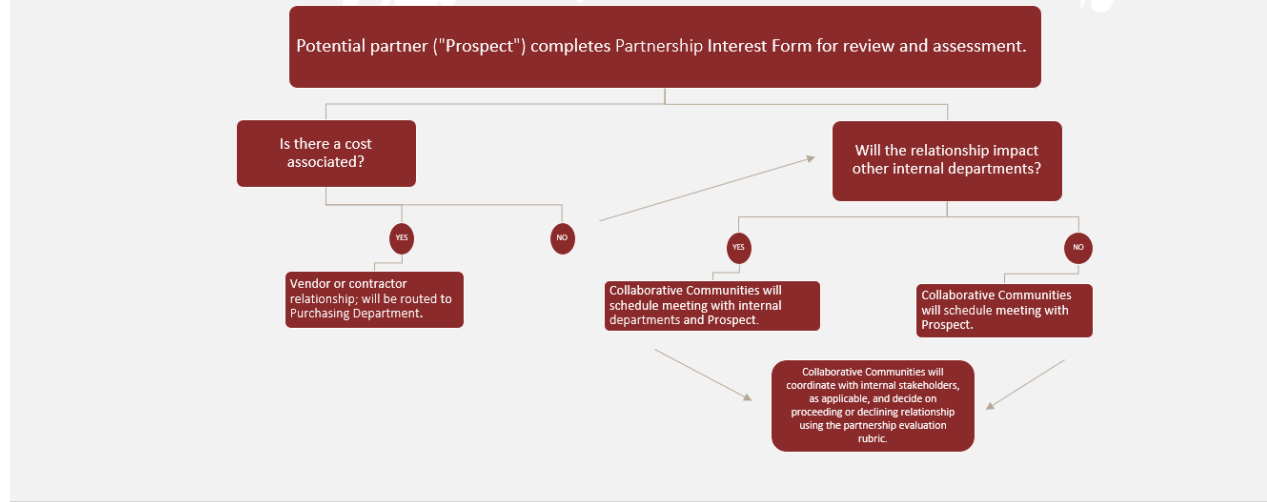
- Interested organization's mission
- How the organization would like to partner with the District
- Activities and/or services the organization aims to offer
- Organizational/program alignment with the District Profile of a Graduate attributes
- Whether the organization wishes to partner at a District or campus-level

Upon receipt of the Partnership Interest Form, Collaborative Communities will conduct an initial review and assessment for alignment and shared goals of the potential partnership with the District. The form will be assessed by utilizing the [Prospective Partnership Assessment Form](#) and completing an established set of partnership selection criteria and key questions (see [Exhibit B](#)) that will assist in matching partners to specific needs of the District and mitigate any potential risks (i.e., Partnership appearing like an endorsement from the District). Assessment will include:

- Committee review by relevant internal departments when program/service will intersect or impact their work
- Feasibility of implementation
- Is the program/service already offered by the District?
 - Will it enhance current program/service?
- Is the program/service competing with a District led program/service?
- Is there a cost to the District?
 - If yes, the prospective partner will be referred to the [District's Purchasing Department](#) as this will require a contract or vendor agreement.
- Will this partnership conflict with District standard operating procedures or relationship consistency (partner with one organization versus another that provides same service)?
- What risks (if any) exist for the District?

If it is determined that a District and/or campus need can be fulfilled as a result of partnership initiation, Collaborative Communities will meet with the potential partner and relevant departments/campus(es) for further discussion. It is expected that the potential partner will develop program plans, outcome measurements and delineated roles and responsibilities.

Review Request



PARTNERSHIP ENGAGEMENT

This portion covers Step 2 in the District Partnership Request Process.

Internal department partnership owners will determine partnership engagement based upon the following contribution levels.

District-wide

- The program or service is proposed to be offered District-wide as defined below:
 - The entire District
 - All high schools in the District
 - All middle schools in the District
 - All elementary schools in the District
- This type of partnership requires a Memorandum of Understanding.

Feeder

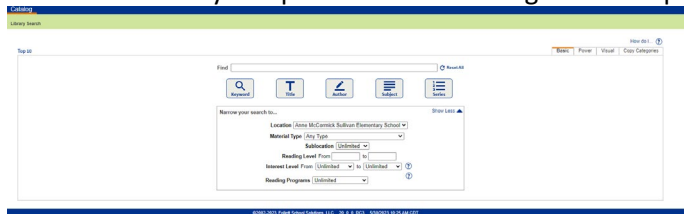
- Program or service is proposed to provide regular (at least bi-monthly) support to multiple campuses within a specific feeder pattern.
- This type of partnership requires an appropriate agreement to formalize the relationship and delineate roles, responsibilities and expected outcomes.

Campus Champion

- Program or service is proposed to provide regular (at least monthly) support to a specific campus.
- This type of partnership requires an appropriate agreement to formalize the relationship and delineate roles, responsibilities and expected outcomes.

One-time donation, program / service:

- Program or service is proposed to provide a one-time engagement or donation (in-kind or monetary) opportunity to any FBISD department or campus. Example one-time donations, program/services provided below:
 - Book Donations:
 - All donated books must be brand new and vetted through the District before donation can occur.
 - If donors would like guidance on which titles would be acceptable for donation, they can use the District’s [library catalog](#) utilizing the following steps:
 - Go to Library Media Services
 - Select
 - Select any campus and the following will be displayed:



- Change the location to Fort Bend ISD to see approved titles District-wide
- Searches can be conducted by keyword, title, author, subject or series
- Campus Amazon Wishlist
- Staff luncheons
- Donating funds to a campus or other District Department must comply with District Business & Finance procedures.
 - All cash donations will be reported.
 - Monetary or gift donations of \$5,000 or more require approval.
 - Monetary or gift donations exceeding \$10,000 must be approved by the Board of Trustees.
 - Donations consisting of various components will be considered as one (1) gift and may not be submitted as individual components to avoid the \$10,000 ceiling.
- Crowd-funding in the name of the District or its campuses is not permitted for the following reasons:
 - The District cannot verify donors and the amount of funds generated.
 - Donations are, typically, assessed fees which reduce the donation amount or be an additional cost to the District’s supporters.
 - Donating to the District directly, allows for tax deduction.
- Must complete the [District Partnership Interest Form](#):
 - An email will be sent to the organization to confirm approval of donation, program and/or service.

Please note:

- Reporting to the District is required for all formal relationships.
- Compiling all Amazon Wish List reports and Activity Fund donations will be done collaboratively with the campus and Business & Finance Department.

FORMALIZATION

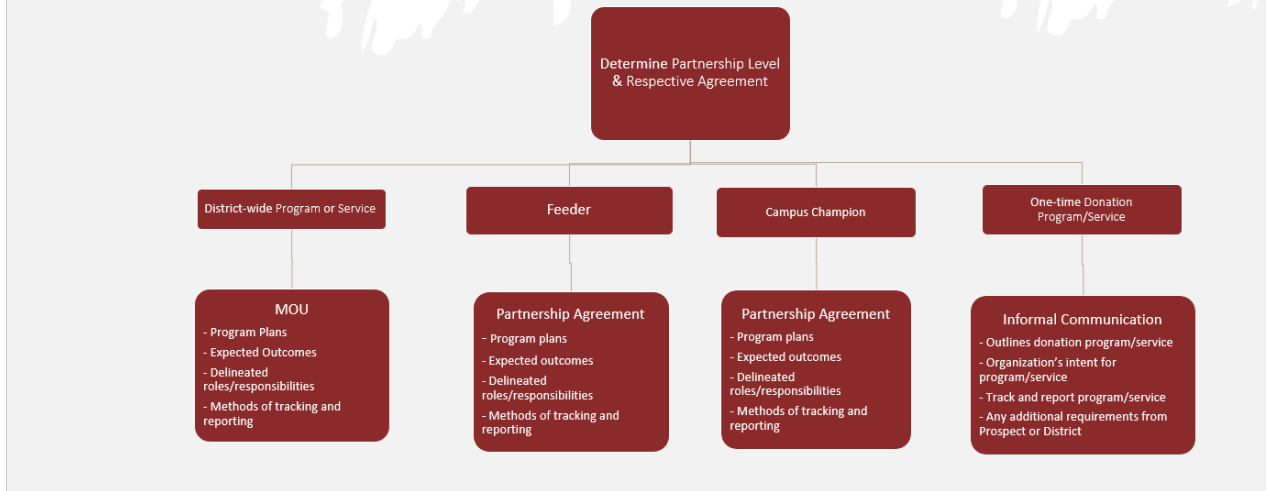
This portion covers Step 3 in the District Partnership Request Process.

Once established partnership engagement level and goals have been decided upon, the internal department partnership owner will initiate appropriate agreement between the partner and District. Development of the agreement will include collaboration with internal District stakeholders including Legal Services, Business & Finance Department and other departments where proposed programming/ services may intersect or impact their work. The agreement will include the following:

- **Goals and objectives:** What is the organization aiming to achieve with the District and how will it address key needs?
- **Program/service description:** What program/service is the organization offering and to whom?
- **Guiding principles:** How will the organization communicate with the District on progress and how often? How will decisions be made? How may the organization describe its partnership with the District?
- **Roles and responsibilities:** What roles will the organization fulfill and what is expected on behalf of the District and/or campus?
- **Program plans:** What are the detailed program plans including activities/events, associated costs of activities/events (monetary or in-kind) of activities, and proposed curriculum/topics that are expected to be included?
- **Key outcomes and metrics:** What are the expected outcomes and impact as a result of the partnership and how will they be measured? This includes the goals and resulting metrics for the District and the goals and metrics for the partnering organization.

District departments and the partner will review and agree to the terms outlined in the agreement. Formalized MOUs will be sent to the Superintendent or designee who will review and have final authority to execute the agreement.

Formalization of Partnership



IMPLEMENTATION

As part of a Partnership implementation, Collaborative Communities will ensure that internal key stakeholders are apprised of partnerships particularly when programs or services may impact other departments in efforts to streamline, cultivate, and maintain internal and external collaboration. Collaborative Communities will:

- Coordinate implementation meeting with all parties and share formalized agreement
- Review program plans and requirements
- Create timeline for plan implementation
- Designate points of contact
- Initiate discussion on needed resources

MONITORING & EVALUATION

This portion covers Step 3 in the District Partnership Request Process.

Once a partnership has been established, the District Department or campus leading the partner will monitor, evaluate, and assess on an ongoing basis to ensure the activities remain in alignment with the goals. Internal partnership owners throughout the District will complete an [Annual Partnership Evaluation](#) with both quantitative and qualitative data that can be verified via supporting documentation. Examples of supporting documentation:

- Program applications
- Photos
- Sign-in sheets/attendance rosters
- Awards/recognition

- Parent consent forms

Partnership Evaluation will assess the following questions and are further described below:

- Were established partnership program plans adhered to and were they well executed to benefit students and/or campuses?
- Were milestones achieved?
- Did the partner adhere to the established roles and responsibilities that were discussed prior to partnership implementation?
- Was data tracked and outcomes measured?



Collaborative Communities will provide a comprehensive District partnership report to the Superintendent annually to assess the effectiveness of partnerships. The report will outline the following:

- Number of formalized partners
- Partners that achieved, exceeded, or did not meet goals
- The Superintendent will, in turn, provide an update to the Board of Trustees to report the success rate of partnerships including plans to continue, expand, reduce, or discontinue each partnership.

It is important to note that the District may decide to discontinue a partnership based upon non-compliance of the agreed upon terms or if the partnership is not deemed successful in achieving the desired outcomes. In addition, partnerships may be terminated for good cause; including, but not limited to:

- If any harm or potential harm has been reported by or about any student.
- Documented continued noncompliance with District policies/procedures.

PARTNERSHIP RECOGNITION

Community/school partnerships of any kind are important for a school district, its campuses, and students. Partnerships are valuable assets that provide additional tools and supports to equip students towards academic success. Campuses and internal District departments are strongly encouraged to recognize community partners and appreciate the support provided in the form of written notes, social media, etc. that is deemed appropriate, consistent, and equitable for all community partners/donors.

Additional Information:

If partnerships that make a lump sum contribution in verifiable monetary support of \$5,000 or more, District campuses must follow appropriate District Business & Finance Department Protocols.

For any formal media releases (Television, Radio, Newspaper, etc.), promotions, marketing materials or District logo usage, community partners must coordinate with Collaborative Communities. All materials must receive written approval by the Department of Communications prior to use and release.

EXHIBIT A – Profile of a Graduate

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is ...



equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.



a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.



an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.



a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.



a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.



a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.



a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

EXHIBIT B – Partnership Selection Criteria

1. Is the organization compatible with Fort Bend Independent School District? (i.e., Are the programs/services that the organization offers aligned with the district mission, vision and goals?)
2. Would working with the organization and their products/programs appear like an endorsement from the district? If so, how do you mitigate any potential risks associated with the partnership?
3. Would key stakeholders (e.g., Board members, Superintendent, principals, teachers, parents) approve or be supportive of the potential partnership?
4. How does the potential partnership impact students or key stakeholders in the community?
5. How does partnership with the organization fulfill any gaps in services/resources offered to the district and/or schools?
6. What is the return on investment (of time, resources, etc.) for embarking on a partnership?
7. What additional opportunities for collaboration may exist in working with the potential partner?
8. How can other administrative departments and/or campuses benefit from a potential partnership?

After completing the questions above, to what degree does the proposed engagement add value and align to the District Strategic Plan, Collaborative Communities Department goals and/or the Campus Improvement Plan?

	Little/to no added value	Moderate Value	High Value
Rationale / Description			